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IDENTIFIERS *Teachers of English to Speakers of Other Languages; TESOL

ABSTRACT

The immediate purpose of the 1973 tri-state (Illinois, Indiana, Wisconsin) Adult Basic Education workshop, a Teachers of English to Speakers of Other Languages project, at the University of Wisconsin-Milwaukee (four and one-half days) was the training or retraining of teachers in English as a second dialect or English as a foreign language to adults with an educational equivalency of eighth grade or less. The workshops involved 35 participants in a program sensitizing them to the linguistic factors as well as the social conditions which make up their teaching environments. Microteaching sessions formed the core of the workshop. Also offered were lecture-discussion sessions and seminars. The workshop program applied the national program's seminars in applied linguistics, history, and culture to a regional level. Evaluation indicated the workshop to be a successful and satisfying experience. Future modifications seemed to be directed toward creating a more practical cultural workshop, Approximately one-third of the document consists of appendixes. (EA)

ED 090417

FINAL REPORT

STAFF DEVELOPMENT MICROTEACHING WORKSHOP IN ABE-TESOL: A REGION V PROJECT

Tri-state: Illinois, Indiana, Wisconsin

A four and one-half day Staff Development Microteaching Workshop for Training Teachers to Teach Standard English to Adults with an Education Equivalency of Eighth Grade or Less.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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(A TESOL Project)
1973

Contract Number: OEG-0-72-1438

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School of Education
The University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201

PROFESSOR DIANA E. BARTLEY, Project Coordinator
The University of Wisconsin-Milwaukee

The research reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official policy of the United States Office of Education nor endorsement of this report in total or in part.

Submitted to Mr. John Hatfield, Staff Development Consultant, U.S.O.E. Region 5.

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I. INTRODUCTION

The need for training or retraining teachers in English as a Second Dialect or English as a Second Language in the area of Adult Basic Education is incorporated into the urban mission of the School of Education of the University of Wisconsin-Milwaukee. For this reason, the 1973 Tri-state Workshop, which encompassed many of the goals of urban education, was operated successfully in the School of Education. The Workshop was a regional adaptation of the national level model program. The model is characterized by lecture-practicum sessions and workshops, which are directly linked to the microteaching sessions. The lecture-discussion sessions integrated linguistic, cultural and social factors and were intended to be the means of initiating awareness of the complexity of the social conditions related to the linguistic environment of the individual participant's particular teaching situation.

The Microteaching Workshop which had as its basis the microteaching sessions concentrated on the initial training of teachers in English as a Foreign Language in the area of Adult Basic Education. Microteaching sessions formed the core of the workshop. The sessions were centered on basic microteaching procedures and incorporated the technical skills of teaching presently being refined at the University of Wisconsin-Milwaukee, School of Education. The teachers of Adult Basic Education were trained in the technical skills of teaching. The teachers were divided into two groups, and each of these were again divided in two for the microteaching.

The participants attending the Workshop numbered 35, all of whom were teachers of ABE trained in the technical skills of teaching.

As in the national model, the immediate purpose of the Workshop can be stated as the training or retraining of teachers in English as a Foreign Language to adults with an educational equivalency of eighth grade or less. The ultimate goal is the creation of an initial awareness of the factors related to the social conditions of a changing environment characteristic of this particular type of teaching situation and intrinsically related to the linguistic factors involved in the teaching setting. However, it must be kept in mind that these goals are scaled down to initial awareness due to the shortness of time.

To fulfill these purposes and to attempt to satisfy individual needs, the participants of the Workshop were divided into the two above mentioned basic groups and again divided into two groups for the microteaching. The lecture-discussion sessions were meant to impart and provide background in the linguistic, cultural and historical areas; the workshops were characterized by a discussion of curricular problems and the writing of original curriculum materials under the direction of the workshop teachers. The work accomplished in these sessions was directly linked to the microteaching program.

The detailed curricular activities of the participants are included in the bulk of this Final Report.

The University of Wisconsin-Milwaukee granted to participants 1) three hours of credit in Curriculum and Instruction 279 (Principles and Methods of Teaching English as a Foreign Language) if the participants were undergraduate or 2) three hours of credit in Curriculum and Instruction 779 (Advanced Problems in the Teaching of English as a Foreign Language) if the participants were graduate students. Three credits were granted provided follow-up work directly related to the Workshop was carried out. Certificates signed by the Project Coordinator, Dr. Diana E. Bartley, and the Dean of the School of Education of the University of Wisconsin-Milwaukee, Dean Richard H. Davis, were awarded on the last day of the Workshop. (cf. Appendix 5, Exhibits 4 and 5)

It is hoped that those of you receiving this Final Report will be able to use it not only as a summary of the various components of the Workshop program but also as a handbook for future reference. The section marked exhibits includes workshop tests, microteaching evaluations, and selections of materials that have been produced by former participants. Outlines of the information presented by the Consultant Staff is included and should you wish any further information on any of the subjects covered at the Workshop, you should feel free to write to the Consultants. In addition to the description of the workshop session, some sample materials are included for the benefit of the reader and we hope that these will be of reference and help to you.

The Final Report is compiled with the help of every staff member involved. The consultants were essential in providing write-ups of the work which we accomplished as a result of the Workshop. Ms. Brigitte Taylor, program specialist, is primarily responsible for the organization and coordination of the material. The final technical preparation and typing was done by Ms. Taylor. And for whatever inadequacies exist in the manuscript, I accept sole responsibility.

It should also be duly noted that this Final Report would never have been written nor would the Workshop have ever taken place without the efforts of Mr. Charles Hein, former Vocational Education Consultant for the State of Wisconsin, Mr. Norman Sward, Staff Development Coordinator, State of Illinois, Mr. Thomas Tegarden, ABE Supervisor, State of Indiana, and certainly Mr. John Hatfield, U.S.O.E. Region V - Staff Development Consultant at School Management Institute in Worthington, Ohio. These gentlemen have been instrumental, cooperative and supportive during the planning and implementation stages of the Workshop. Without them, it would never have been.

I should also like to mention that the Associate Dean of the School of Education, Dr. Richard Wisniewski, and the Assistant Dean, Dr. Willard Brandt, deserve a vote of appreciation from me as a project director for their unending cooperation. By no means least, Dr. Henry D. Snyder, Chairman, Department of Curriculum and Instruction, a mathematician, has lent unyielding support and understanding to the TESOL program.

It is hoped that the work which is reported herein with the aid of a grant from U.S.O.E. Region V will prove to be a contribution to other regions. Should there ever be any help which anyone of us from this Workshop can provide, I know that we shall be happy to do so.

II. ABSTRACT

1. FULL TITLE OF PROJECT:
   Staff Development Microteaching Workshop in Adult Basic Education for Training Teachers to Teach Standard English to Adults with an Education Equivalency of Eighth Grade or Less.

2. NAME OF APPLICANT:
   The Regents of the University of Wisconsin, University of Wisconsin-Milwaukee

   ADDRESS:
   School of Education, Enderis Hall, Room 321-323
   University of Wisconsin-Milwaukee, Milwaukee, WI 53201

3. NAME OF PROJECT COORDINATOR:
   Dr. Diana E. Bartley

4. DURATION OF PROJECT:
   From July 1, 1973
   To Sept. 30, 1973

5. DURATION OF WORKSHOP:
   4 1/2 days - August 6, 1973 to August 10, 1973 noon

6. NUMBER OF MONTHS, WEEKS, DAYS:
   Months: three (3)

7. TYPE OF PERSONNEL TRAINING OFFERED:
   Training of Teacher Trainers

8. NUMBER OF PARTICIPANTS:
   35 Participants

9. Provide a single spaced statement (not to exceed 250 words):

A four and one half-day Workshop trained a total of 35 teachers. The 35 participants were trained in (1) innovative teaching methods through the use of microteaching procedures and active participation in microteaching and (2) the rationale and application of these through the system of lecture-discussions and (3) the cultural and linguistic background of other ethnic groups, especially Spanish speaking groups, through the seminar established for this purpose. The ABE teachers were specifically afforded the opportunity to be trained in the use of the technical skills of teaching as applied to English as a Second Language in addition to the three above mentioned areas in which the teachers are

trained. The teachers brought to the Workshop are all involved in teaching Standard English as a Second Dialect or English as a Second Language to inner-city adults who have not reached an educational equivalency beyond the eighth grade. These inner-city adults may speak Spanish or other foreign languages, by virtue of which they are socially stigmatized or educationally restricted from social integration with the mainstream processes of American urban life. It is logical to propose that the first step toward social and economic betterment for these adults lies in their acquiring some functional control of Standard English, both spoken and written. The acquisition of Standard English constitutes the minimum means for self-improvement and ultimate release from their present excessive socio-economic constraints. The large number of functional illiterates and the small number of teachers make it imperative that teachers experienced in other areas be offered the opportunity of gaining an insight into the problem. They must also be given well directed and specialized training, such as that which was characteristic of the Workshop, in order to direct their efforts as teachers of English and related skills in Adult Basic Education Programs.

In conclusion, the program of study for the 1973 Summer Staff Development Microteaching Workshop in ABE-TESOL by the School of Education for the University of Wisconsin-Milwaukee brought together a group of nationally known consultants and procedures. The Workshop program is unique in design and a first in the academic world of teacher training in TESOL. The avoidance of duplication, the pooling of resources and the full use of staff skill, however, makes such an arrangement both academically productive and economically sound.

The Workshop program applies the national level program's seminars in applied linguistics and history and culture to a regional level. The excellent response to the Workshop is evident in the evaluation.

III. PURPOSE AND GOALS OF PROJECT

A. The purpose of the Workshop was to improve the expertise and professionalism of ABE-TESOL teachers, who hold teaching responsibilities in the area of English as a second language to adults who are speakers of Spanish or other languages and who have an educational equivalency of eighth grade or less. The Workshop training, coupled with their own experience as professional teachers, was intended to orient the participants toward initiating or improving on-going ABE programs in various community centers in Illinois, Indiana, and Wisconsin designed to impart basic functional linguistic ability in Standard English and in all four language skills to adults who are otherwise unable to function at a minimal social level beyond the confines of either their families or their indigenous social, linguistic and cultural level.

Therefore, the prime purpose of the Workshop was to develop social and linguistic awareness and up-date expertise among teachers in ABE. To this end, teacher preparation based on applied cultural and linguistic concepts was emphasized in addition to teacher training through microteaching.

The microteaching experience was intended to be complemented and fertilized by reference to the resources and activities conducted in the seminars and workshops. Some current postulates on methods, materials and curricula were subjected to scrutiny, albeit fleeting, in an attempt to discriminate more sharply than hitherto between the appropriate and the inappropriate ones.

It was assumed that these purposes could be achieved by providing training to selected individuals who are currently or shall imminently be involved in ABE programs.

B. It is naturally impossible to reach an acceptable global definition of what constitutes ABE teacher training. Yet the Workshop staff in cooperation with State staff development directors felt compelled to establish criteria to determine the Workshop's success in realizing its training objective. Therefore, it was decided that for our purposes, the classification"trained" should apply to those participants who had been exposed to instructional components constituting the Workshop curriculum. (cf. the sections on Curriculum and Evaluation in VI. Implementation Nos. 1 and 8.)

Consequently, it was decided that the 35 teachers should be trained in:

1. Innovative teaching methods through the use of microteaching procedures.
2. The rationale and application of these through the system of lecture-discussions.
3. The cultural, historical and linguistic backgrounds of ethnic groups especially Spanish-speaking groups, by means of a special seminar constituted aptly.

IV. IMPLEMENTATION Nos. 1-7

IV. 1. VENUE

The Workshop was held from August 6 through August 10, 1973, and was divided into two groups of 17 and 18 participants.

IV. 2. RECRUITMENT

The 35 participants for the Workshop were chosen from the States of Wisconsin, Illinois, and Indiana. Staff Development Directors of Adult Basic Education were requested to designate those in their respective states who were recommended to participate.

IV. 3. REGISTRATION FORMS

Students were registered for undergraduate or graduate credit. Those who were registered for undergraduate credit, completed the Special Student Application for Admission (UWM-OAR 033). Those applying for graduate credit, completed the Application for Non Degree Status from the Graduate School of the University of Wisconsin-Milwaukee (Graduste Office Form 5/71). Those participants who were degree candidates at UW-M, completed either an 'add and drop' card or completed summer school registration at their respective levels.

IV. 4. CRITERIA FOR SELECTION

Participants were selected by their states with reference to the following criteria:

1. Recommendation (emphasizing need of services) by state or local ABE-supervisor. No one who had attended a previous ABE-TESOL Institute was eligible.

2. Evidence of work experience as teacher or paraprofessional aid in an ABE language course.

3. Other relevant teacher or teacher-training experience (e.g. inner-city schools).

IV. 5. PARTICIPANTS

Illinois	Indiana	Wisconsin
Biller, Dorothy	Candelaria, Vicky	Bergholte, John
Bowes, Greg	Kaplan, Mary Ann	Corrao, Linda
Chapman, Jean	Lee, Mary Ruth	Cuellar, Atanacia
Ewing, Vanessa	Lyberopoulos, Angie	Edming, Llewellyn
Gil, Manuel	Rodriguez, Juna	Hein, Charles R.
Lillyman, Walter	Samora, Betty	Herzog, Betty
Love, Brian	Velasquez, Lenora	Locy, Mary Jean
Marinos, Gwen	Weissert, Susan	Medellin, Rosario
Nolan, Bob		Monroe, Lois
Papierski, Carol		Mueller, Jim
Sackett, Rosella		Nowicki, Ruby
Sward, Norman		Schenian, Lorrain
Wall, Vicky		Thomas, Sylvia
Yahnke, Lee		

IV. 6. CREDIT AND CERTIFICATES

Credit: It was anticipated that participants in the Workshop would show some interest in graduate credit. Therefore, their individual records were judged by the standards of the Graduate School at which credit was solicited. Some of the courses were designed in anticipation of granting guest certificates to apply as graduate work elsewhere. They received temporary graduate status at the University of Wisconsin-Milwaukee.

Certification: At the end of the Workshop each participant, subject to satisfactory recommendation of the faculty, which considered attendance and performance, was awarded a certificate stipulating that he had successfully completed the course of study. (See Appendix 4, exhibits # 4 and 5.)

Stipends: In accordance with Section 1. A. 1. a. and b. of the Policies and Procedures for the Preparation of Proposals and Operation of Projects under Title III, Section 309 of the Adult Education Act, Public Law 91-230.

IV. 7. PRE-WORKSHOP PLANNING SESSION

A meeting with representatives of the participants of the State of Illinois was held at the O'Hare Inn, Friday, July 13, 1973, in the vicinity of the O'Hare International Airport. The Workshop Coordinator, Dr. Diana E. Bartley, from the University of Wisconsin-Milwaukee, attended as well as Mr. Charles Hein, former Staff Development Consultant, and Mr. Armando Orellana, Project Specialist, both from the Wisconsin Board of Adult, Vocational and Technical Education. Mr. Norman Sward, Consultant from the Adult and Continuing Edu-

cation Section of the Office of the Superintendent of Public Instruction in Illinois chaired the meeting.

The meeting was intended as a vehicle for Illinois participants to state their training needs, thereby taking an active part in the formulation of the material to be covered during the workshop training sessions. (See Appendix I for Summaries of Illinois Meetings including pre-Workshop planning session.)

V. CONSULTANTS LISTS AND VITAE

STAFF DEVELPMENT WORKSHOP

CONSULTANTS

University Affiliation	Home Adress
Dr. Diana E. Bartley, Associate Professor Dept. of Curriculum and Instruction School of Education University of Wisconsin-Milwaukee Enderis Hall, 321 (414) 963-5385	203 West Highview Drive Mequon, WI 53092 (414) 241-5759
Dr. Ricardo R. Fernandez, Assistant Professor Cultural Foundations in Education School of Education University of Wisconsin-Milwaukee Enderis Hall, 829 (414) 963-4162	2567 North Summit Avenue Milwaukee, WI 53211 (414) 332-1984
Dr. Jacinto Jenkins, Associate Professor Dept. of Spanish and Portuguese California State University-Sacramento Sacramento, CA 95811 (916) 454-6454	7916 Albion Way Sacramento, CA 95832 (916) 422-3452
Dr. George E. Uhlig, Professor Doctoral Studies School of Education University of Wisconsin-Milwaukee Enderis Hall, 791 (414) 963-4919	6362 West Cloverleaf Lane Milwaukee, WI 53223 (414) 354-9067
Mrs. Mary B. Kluwin, Microteaching Supervisor Doctoral Student School of Education Stanford University Stanford, California	Apt. 7C Escondido Village Stanford, CA 94305 (415) 327-1776
Mrs. Susan E. Sazama, Microteaching Supervisor M.A. Candidate School of Education University of Wisconsin-Milwaukee MATC, Assistant Instructor (414) 278-6578	3442 A North Newhall Milwaukee, WI 53211 (414) 962-5510

Consultants continued

University Affiliation	Home Address
Mrs. Brigitte Taylor, Administrative and Program Specialist Dept. of Curriculum and Instruction School of Education University of Wisconsin-Milwaukee Enderis Hall, 323 (414) 963-5385 or 5386	2115 North Lake Drive Milwaukee, WI 53202 (414) 276-6865
Mr. Harry C. Beaman, Video Consultant/Operator Doctoral Student School of Education University of Wisconsin-Milwaukee Enderis Hall, 330 (414) 963-5660	3814 North Maryland Shorewood, WI 53211
Mr. William T. Boyle, Video Consultant/Operator Doctoral Student Teaching Assistant-Microteaching Lab. School of Education University of Wisconsin-Milwaukee Enderis Hall, 324 (414) 963-5660	1945 Port Washington Road Grafton, WI 53024

VITA Diana E. Bartley, Project Director

Assistant Professor, Department of Curriculum and Instruction,
School of Education, University of Wisconsin-Milwaukee

Education

B. A. Rosemont College; M. A. Middlebury College; A. M. Stanford University; Ph. D. Stanford University. Certificates in language proficiency from University of Fribourg, Switzerland (French) and University of Florence, Italy (Italian). Studies at Laral University, Quebec, Canada; University of Madrid, Spain; Fordham University, New York; University of Helsinki, Finland (Russian Languages Studies).

Fellowships and Awards

1) Work scholarship, Middlebury College, 1963
2) Third place, California State Competition for the Helen Haffernan Scholarship
3) Research Assistantship, Stanford Center for Research and Development in Teaching, June, 1966 - August, 1967
4) Research Assistantship renewed after 1967 - 1968 leave of absence
5) Awarded membership in Pi Lambda Theta, Honorary Women's Professional Association in Education, 1964
6) Sigma Delta Pi, honorary association in Spanish

Professional Experience

Instructor in English as a Foreign Language, Bi-National Center, Madrid, Spain, 1961-1962
Instructor, Foreign Language, Fairfield School District (secondary), 1963
Palo Alto Unified School District (secondary), 1964 - 1966
Instructor, University of Wisconsin-Milwaukee, 1969
Assistant Professor, University of Wisconsin-Milwaukee, 1970 - present
Director, Adult Basic Education Institute, University of Wisconsin-Milwaukee, Summers, 1970, 1971 and 1972

Publications

"To study some major variable which affect the willingness of teachers, principles and superintendents to participate in educational research and their attitudes towards educational research" in Social Psychology of Education: Study Proposals Submitted to N. L. Gage, complied by W. Gorth and G. Salomon, 1967 (with Maria Podlogar).

Practice-Centered Teacher Training: Spanish, Technical Report No. 2, Stanford, California: Stanford Center for Research and Development in Teaching, 1967, (with Robert L. Politzer), pp. 1-238; Revised edition, Center for Curriculum Development, to be published, 1971.

(Bartley Vita - continued)

"A Pilot Study of Aptitude and Attitude Factors in Language Dropout", California Journal of Educational Research, XX, (March, 1969), pp. 45-55.

"The Importance of the Attitude Factor in Foreign Language Dropout: A Preliminary Investigation of Group and Sex Differences", Foreign Language Annals, 3, No. 3 (March, 1970), pp. 383-93.

Practice-Centered Teacher Training: English as a Second Dialect, Philadelphia: Center for Curriculum Development.

Other articles published in professional journals: Final Report, Institutes in Adult Basic Education (A TESOL Project), School of Education, University of Wisconsin-Milwaukee, p. 65, 1970. Final Report, Institutes in Adult Basic Education (A TESOL Project), School of Education, University of Wisconsin-Milwaukee, p. 220, 1971.

Professional Organizations

Since 1968 Dr. Bartley has chaired seminars in the professional organizations at both the national and regional levels including the Research Seminar in Language Education, ACTFL Convention, 1970 in Los Angeles and the Seminar in Audio-Visuals in Teacher Preparation, New York, 1970 at the Modern Language Association, 1970. She will be one of the principal speakers at the SWEA Modern Language Section at the invitation of the association.

Research and Field Work

Dr. Bartley has been trained in research methodology in language education at the Standord Center for Research and Development in Teaching. Field work has been carried out in the school districts in linguistics of standard and nonstandard dialects and related psychology of language learning. Experimental studies in language learning have also been the result of this field work.

VITA Ricardo R. Fernandez, Faculty

Assistant Professor, Department of Cultural Foundations of Education, School of Education, University of Wisconsin-Milwaukee

Education

Marquette University - Bachelor of Arts (Philosophy), 1962

Marquette University - Master of Arts (Spanish), 1965

Princeton University - Master of Arts (Romance Languages), 1967

Princeton University - Doctor of Philosophy (Romance Languages), 1970

Professional Experience

Present Position:	Assistant Professor, Department of Cultural Foundations of Education, University of Wisconsin-Milwaukee
	Staff Assistant, University of Wisconsin System Presidential Committee on New Market Studies in Metropolitan Milwaukee (1972)
1970 - 1971	Special Assistant to the Chancellor; Director, Spanish-Speaking Outreach Institute, University of Wisconsin-Milwaukee
1968 - 1970	Instructor; later, Assistant Professor of Spanish, Marquette University

Other Activities

University of Wisconsin System Representative, Latin Council of Wisconsin, (June 1972 -)

Consultant, Milwaukee Model Cities Agency (1972)

Vice-chairman, Allocation Committee, Milwaukee Archdiocese Campaign for Human Development (March 1972 -)

Member, Board of Directors, United Community Services (United Fund) of Grater Milwaukee (March, 1973 -)

Consultant and Member, National Advisory Committee, Curriculum Adaptation Network for Bilingual, Bicultural Education (Project CANBBE) (1971 -)

(Fernandez Vita - continued)

Member, Governor's Task Force on the Problems of the Spanish-Speaking in Wisconsin (1971)

Member, Council for Education of Latin Americans (CELA) (1970 -)

Member, Wisconsin Latin Council, Inc. (1972 -)

VITA Jacinto Jenkins, Visiting Faculty

Associate Professor, Spanish, California State University at Sacramento

Education

B. A. University of Texas-Austin, major: Latin American Studies, minor: Social Studies (June, 1948); M. Ed. University of Houston, major: Social Studies Education, minor: Latin American Studies (June, 1953); M. S. Stanford University, major: Spanish, minor: Education (September, 1966); Ph. D. Stanford University, major: Language Education, minor: Spanish (June, 1969).

Teaching Experience

1 year	Director of the NDEA Foreign Language Project, Santa Barbara County Schools, Santa Barbara, California
1 year	Assistant Professor of Spanish, Texas A & I University, Kingsville, Texas
1 year	Teacher, English as a Second Language, Elementary Schools, Chicago City Schools, Illinois
4 years	Supervisor of Spanish Intern Teachers and EFL Intern Teachers, School of Education, Stanford University
1 year	Coordinator of Bilingual-Bicultural Project, Title VII, ESSA, Redwood City Schools, California
September, 1970	Associate Professor of Spanish, California State University at Sacramento

Consultantships

6 weeks, summer, 1960, NDEA Special Consultant, FLES, Bureau of Elementary Education, California State Department of Education
2 weeks, 1965, NDEA Special FLES Consultant, Ventura County Department of Education, California
6 weeks, summer, 1964, FLES Tests, Measurements and Evaluations Consultant, Systems Development Corp., Santa Monica, California
1 year, 1965, Linguistic and Methodology Consultant for La Familia Fernandez series, Encyclopedia Britanica Films, Los Angeles, California
4 weeks, 1966, Special NDEA English as a Second Language for the Spanish Speaking Consultant, Chicago City Schools, Illinois
6 weeks, Linguistic Consultant, English as a Second Language for the Chinese Speaking in the elementary and secondary schools, San Francisco City Schools, California
2 years, Linguistic Consultant, Una Aventura Espanola, 1960-62, Pasadena City Schools

Publications

"Nao se aprende portugues em tres licoes, porem", La Luz Periodico Escolar, 16 lessons, Banks Upshaw Co., October 16, 1951 through May 16, 1952.

(Jenkins Vita - continued)

"And Parents Too!", Hispania, August, 1953.

" A Field Trip to Mexico", Hispania, August, 1953.

"Sell the Parents to Get the Kids", Texas Outlook, August, 1953.

'The Use of Foreign Language Songs", Successful Devices in Teaching Spanish, J. Weston Walsh Publisher, 1952.

"Utilizing Community Resources to Improve the Teaching of Modern Foreign Languages in the Elementary School", California Journal of Elementary Education, November, 1961.

Destiny Walks Slowly - A Pictorial Account of the Franciscan March Up California, Pasadena City Schools, 1961.

Aprendamos la lengua linda, Santa Barbara County Department of Education, 1964.

Estudiemos la lengua linda, Santa Barbara County Department of Education, 1964.

Hablemos la lengua linda, Santa Barbara County Department of Education, 1964.

A Survey of the Status of the Teaching of Modern Foreign Languages in the Elementary Schools and Junior High Schools of Santa Barbara County, Santa Barbara County Department of Education, 1964.

"Six Different Approaches to Spanish Instruction", Santa Barbara County Schools, Santa Barbara County Department of Education, April, 1964.

'Come Wambats and Worship", Hispania, March, 1964.

"El espanol en las escuelas primarias", Hispanavoz, October, 1964.

"Inservice Training of Spanish Teachers in Santa Barbara", Hispania, December, 1964.

The Effects of Explanation with Spanish Pattern Drills, Unpublished Dissertation, Stanford University, 1969.

Teaching English as a Second Language for Chinese Speakers via Science Education, San Francisco City Schools, 1970.

VITA George E. Uhlig, Project Evaluator

Professor, Doctoral Studies, School of Education
University of Wisconsin-Milwaukee

Education

1951 - 1955	Bachelor of Science/Secondary Education Industrial Arts English Social Studies	University of Nebraska
1958 - 1959	Master of Education/School Administration	University of Nebraska
1961 - 1963	Doctor of Education/Educational Psychology and Measurements	University of Nebraska

Continuing Education

1967	AERA Workshop in Bayesian Statistics	

Relevant Experience

1955 - 1957	Cadreman: Military Police Training Center	Fort Gordon, Georgia
1958 (Spring)	Freshman Baseball Coach and Part time Instructor of Industrial Arts	University of Nebraska
1958 - 1960	Part time Instructor of History and Principles of Education	University of Nebraska
1960 (Summer)	Research Assistant: Department of Educational Psychology and Measurements	University of Nebraska
1960 - 1961	Teacher-Counselor: South San Francisco High School; and Instructor: Adult Education Program, South San Francisco Unified District	South San Francisco, California
1962 - 1964	Instructor: Department of Educational Psychology and Measurements (on-campus and Extension Instruction with responsibility for undergraduate and graduate classes)	University of Nebraska

(Uhlig Vita - continued)

Relevant Experience (continued)

1962 - 1964	Supervisor of Pre-College Instruction	University of Nebraska
	Consultant for Special Education Programs in 8 to 10 public school districts in Nebraska	
	Member: University of Nebraska Speakers Service	
1964 - 1965	Assistant Professor of Education and Psychology	Eastern Kentucky University
1965 (Summer)	Lecturer: CAUSE II Institute (Counselor Training)	Ohio State University
1965 - 1967	Assistant Professor of Educational Psychology	University of Wisconsin-Milwaukee
1966 - 1968	Chairman: Department of Educational Psychology	University of Wisconsin-Milwaukee
1967 - 1970	Associate Professor of Educational Psychology	
1968 -Present	Director of Research; School of Education	
1970 -Present	Professor of Educational Psychology	
1972 -Present	Secretary and Senior Research Scientist	Vasquez Associates Ltd.
1972 -Present	Chairman: PhD Studies in Urban Education	University of Wisconsin-Milwaukee

Institutes and Training Programs:

		Approximate Funding Level
1966	NDEA Title Vb Summer Counseling Institute	($60,000)
1968	NDEA Title Vb Summer Counseling Institute	($60,000)
1969 - 1970	VISTA Operation Bridge Training Component	($37,000)
1969 - 1970	High School Equivalency Program	($250,000)
1970 - 1971	High School Equivalency Program	($250,000)
1971 - 1972	High School Equivalency Program	($250,000)

(Uhlig Vita - continued)

Publications

1. Aspirations of Selected Appalachia Youth (co-author), American Personnel and Guidance Journal. Vol. 45, No. 5, January, 1967, pp. 435-439.

2. Aspirations of Selected Appalachia Youth (co-author), Reprinted in Thornburg, H., Readings in Adolescent Psychology. Brooks/Cole Publishing Company (In press) and in Wattenburg, W., Readings in Adolescent Psychology (In press).

3. A Critical Review of the Buros Sixth Mental Measurements Yearbook (co-author), Psychology, Vol. 6, No. 1, February, 1969, pp. 43-47.

4. Student Image of a Superior University Professor by the Critical Incident Technique. Educational Index. Submitted.

and numerous others.

Technical Reports

1. A Study of Word Acquisition Levels in Grades 7 through 12. Research Grant Number 001. Richmond, Kentucky: Eastern Kentucky University, July 1965.

2. Technical Report of the Director: NDEA Counseling Institute, 1966.

3. Self-actualization as a Predictor of Rehabilitation Counselor Success (co-author) Rehabilitation Counseling Bulletin. Vol. 15, No. 1, Sept. 1971, pp. 58-67.

and 15 others.

Professional Activities: (Non-University)

Editorial Board: College Student Survey: A Journal Pertaining to College Students
Publication Committee: Association for Counselor Educators and Supervisors, 1967-71
Chairman: Goverors Committee of Education and Training in Statewide Planning for Vocational Rehabilitation, 1967-1968

Professional Consultantships:

numerous including: EDUPLAN: Venezuela Ministry of Education; Executive Systems Corporation, Washington, D.C.; Department of Defence (United States Armed Forces Institute);
and many others.

(Uhlig Vita - continued)

Professional Memberships: (National only)

American Educational Research Association
American Personnel and Guidance Association
American Psychological Association
National Societyof College Teachers of Education
Society of Irreproducible Results

Other University Consultantships:

numerous including: University of the Pacific; Eastern New Mexico State University;
State University of New York - Buffalo;
and many others.

VITA Mary Bridget Kluwin, Microteaching Supervisor

Doctoral Student, School of Education, Stanford University, Stanford, California

Education

B. S., University of Wisconsin-Milwaukee, 1968, English Education
M. S., University of Wisconsin-Milwaukee, 1972, Urban Education
Doctoral Student, Stanford University, Stanford, California

Professional Experience

Milwaukee Public Schools, English Teacher, 1968-1973
ABE-TESOL Institute participant, University of Wisconsin-Milwaukee, 1970
ABE-TESOL Institute microteaching-supervisor-participant, University of Wisconsin-Milwaukee, 1972
Staff Development Workshop microteaching supervisor, University of Wisconsin-Milwaukee, 1973
ABE-TESOL Intensive Institute microteaching supervisor, University of Wisconsin-Milwaukee, 1973
Escondido Village, Stanford, California, English as a Second Language Teacher, 1973.

Professional Organizations

National Council of Teachers of English
TESOL

Professional Honors

Wisconsin Education Association, Classroom Clinic Teacher, 1972-1973
University of Wisconsin Regents' Scholarship for the Supervision of Practice Teachers, 1972

VITA Susan E. Sazama, Microteaching Supervisor

M. A. Candidate, School of Education, University of Wisconsin-Milwaukee

Education

University of Wisconsin-Green Bay, 1965-68; St. Norbert College, De Pere, Wisconsin, 1967-68; University of Wisconsin-Milwaukee, 1968-70, B. A. in Spanish; University of Wisconsin-Milwaukee, 1971 to present, candidate master's degree, ABE-TESOL.

Work Experience

Assistant Instructor in ESL, Milwaukee Area Technical College, January, 1973 - present,
Microteaching Supervisor, ABE-TESOL Institute, University of Wisconsin-Milwaukee, Summer 1973.
Microteaching Supervisor, Staff Development Workshop, University of Wisconsin-Milwaukee, Summer 1973.
Administrative Assistant and Microteaching Coordinator, ABE-TESOL Institute, 1972.
Bilingual Medical Assistant, Northpoint Medical Group, Ltd., November, 1971-72.
Specialist, Instructor in ESL, EFL, and G. E. D., Spanish-Speaking Outreach Institute, University of Wisconsin-Milwaukee, January, 1971 - August, 1971.
Instructor in Spanish as a Second Language, Language Services, Inc., Indian Hill School, grades 1 through 3, 1972.
Tutor, HIT Program, Spanish, Fall semester 1969, University of Wisconsin-Milwaukee.

Honors and Awards

Beta Kappa Chapter - Gamma Sigma Sigma (Charter Member), Vice-President, Fall semester, 1967.

Professional Organizations

American Council in Teaching of Foreign Languages
Wisconsin Bilingual and TESOL Association (Charter Member)

Professional Experience

Participant, 1971 ABE-TESOL Summer Institute
Microteaching training: 4 semesters, University of Wisconsin-Milwaukee
Guest Lecturer, "The Principles of Microteaching," for Professor Zahorik, University of Wisconsin-Milwaukee

Professional Committees

Graduate Curriculum Committee, University of Wisconsin-Milwaukee, Student Member, 1972.

VITA Brigitte Taylor, Administrative and Program Specialist

Department of Curriculum and Instruction, School of Education,
University of Wisconsin-Milwaukee

Education

Gymnasium Schulpforte, Pforta/Saale, Germany
Golders Green Language School, London, England
Holborne College, London, England
Northwestern Polytechnic Institute, London, England
Southern Illinois University, Carbondale, Illinois
University of Wisconsin-Milwaukee, Milwaukee, Wisconsin
Prospect Hall, Business College, Milwaukee, Wisconsin
Milwaukee Area Technical College (MATC), Business Section, Milwaukee, Wisconsin

Work Experience

Laboratory Assistant, Institute of Phytopathology (of the German Academy for Agricultural Sciences, Berlin) in Naumburg/Saale, Germany, 1954-56
Assistant Bookkeeper, Dresdner Bank, A.G., Frankfurt/Main, Germany, 1956-60 & 1962-63
Secretary, Scott & Reed, Ltd., London, England, 1961-62
Secretary, Southern Illinois University, Carbondale, Illinois, Dept. of German, 1965
Secretary, NDEA Summer Institute of Southern Illinois University in Germany, 1966
Library, University of Wisconsin-Milwaukee, 1967-69
Freelance Translater, Museum Catalogue, Papers in Art History and Architecture
Secretary, Lloyds Registered, London-based Company in Cologne, Germany, 1972

VITA Harry C. Beaman , Video Consultant

Doctoral Student, School of Education,
University of Wisconsin-Milwaukee

Education

University of Illinois, B. S., Experimental Psychology, 1965.
University of Washington, Seattle, Washington, M. Ed., Special Education, 1969.
University of Wisconsin-Milwaukee, School of Education, currently: Doctoral Student, Thesis: Modification of Student Teaching Behavior through Immediate Feedback.

Professional Experience

Instructor, Department of Exceptional Education, University of Wisconsin-Milwaukee, Sept. 1971 - June 1973.
Instructional Programming Specialist, University of Wisconsin-Milwaukee, Project HIT, January 1971 - June 1971.
University of Washington Graduate Student, Sept. 1968 - July 1970: Visiting Lecturer, Teaching Assistant.
Science Research Associates, Assistant Project Manager, Nov. 1966 - Aug. 1968.
Assistant Director, Diagnostic Inventory Group Evaluation Survey Tests.
Assistant to the Project Director.
Administrative Assistant to the Acting Research Director.
Teaching Assistant, University of Illinois, Carl Bereiter and Siegfried Engelman Pre-school, January 1965 - Nov. 1966.

Publications

1. Movie: 30 minute black and white, sound, "Innovation in the Training of Teachers of the Mentally Retarded: Learning to Construct Programmed Instructional Mixed Media Sequences," with James Q. Affleck, Area Chairman, Special Education, 1969.

2. Diagnostic Group Evaluation Survey Tests, Science Research Associates, Chicago, 1967, with Louis Lepore.

VITA William T. Boyle, Video Consultant

Teaching Assistant-Microteaching Laboratory, School of Education, University of Wisconsin-Milwaukee

Education

Marquette University, B.A. in Philosophy, 1970;
University of Wisconsin-Milwaukee, M.S. in Cultural Foundations of Education, 1973;
University of Wisconsin-Milwaukee, presently Doctoral Student in Urban Education, 1973.

Professional Experience

Teaching Assistant, University of Wisconsin-Milwaukee, School of Education: Microteaching Laboratory and Studio.
Team Teacher with Dr. Row Podeschi, "Maslows's Philosophy and Humanistic Education." Department of Cultural Foundations of Education, University of Wisconsin-Milwaukee.
Consultant, Oak Creek School System, "Classroom Management and Teacher Competency."
Guest Speaker, Wisconsin Early Childhood (CDA) Regional Convention, Madison, Wisconsin, 1973.

VI. IMPLEMENTATION Nos. 1-8

VI. 1. CURRICULUM OUTLINE AND CONSULTANTS RESPONSIBILITIES

STAFF DEVELOPMENT WORKSHOP

CLASS SCHEDULE

	GROUP 1	GROUP 2	
TIME:	8:00 - 8:45	8:00 - 9:40(Group 2A)	8:00 - 9:40 (Group 2B)
COURSE:	Linguistics	Workshop	Microteaching
PROFESSOR:	Diana Bartley	Jacinto Jenkins	- - - - - -
ROOM:	Pearse 304	Pearse 308	Enderis 334/346
TIME:	9:00 - 10:30	10:00 - 12:00	10:00 - 12:00
COURSE	Culture	Microteaching	Workshop
PROFESSOR:	Ricardo Fernandez	- - - - -	Jacinto Jenkins
ROOM:	Pearse 304	Enderis 334/346	Pearse 308
TIME:	10:45 - 11:30		
COURSE:	Linguistics		
PROFESSOR:	Jacinto Jenkins		
ROOM:	Pearse 304		

11:30 - 1:00 Lunch Break

The 1972 Institute felt a need for a one-hour block before or after lunch permitting students to have consultation time with Professors and time to visit other programs on campus.

	(Group 1A)	(Group 1B)	(Group 2)
TIME:	1:00 - 2:40	1:00 - 2:40	1:00 - 1:45
COURSE:	Workshop	Microteaching	Linguistics
PROFESSOR:	Jacinto Jenkins	- - - - - - -	Diana Bartley
ROOM:	Pearse 308	Enderis 334/346	Pearse 304
TIME:	3:00 - 5:00	3:00 - 5:00	2:00 -- 3:30
COURSE:	Microteaching	Workshop	Culture
PROFESSOR:	- - - - - - - -	Jacinto Jenkins	Ricardo Fernandez
ROOM:	Enderis 334/346	Pearse 308	Pearse 304
TIME:			3:45 - 4:30
COURSE:			Linguistics
PROFESSOR:			Diana Bartley
ROOM:			Pearse 304

Note: For microteaching assignments refer to microteaching schedule.

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VI. 2. APPLIED LINGUISTICS SEMINAR

Dr. Diana E. Bartley

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VI. 2. APPLIED LINGUISTICS SEMINAR: Dr. Diana E. Bartley

The seminar covered the basic interferences between English and Spanish on all the linguistic levels: phonology, morphology, syntax, and vocabulary. References between English and other languages were made due to the fact that a good number of teachers were teachers whose students came from heterogeneous language backgrounds.

Participants were also given some general recommendations for each of the linguistic levels that could be used by teachers of ESL regardless of their students' language background. These recommendations included teaching methods for using linguistics in order to recognize potential language problems arising from native-language/target language interference. The linguistic seminar was divided into two 50-minute sessions for the morning group and two 50-minute sessions for the afternoon group. In the first 50-minute session for each group, the theory related to linguistics for teachers was presented, whereas in the second 50-minute session, the practical application was drawn.

The planning can be diagrammed as follows:

1st session	theoretical basis
2nd session	practical application

Testing materials in English as a Second Language were discussed and distributed for examination by the participants.

An introductory session on Monday, August 6, preceded the seminar, and a closing session was held on Friday, August 10.

Applied linguistic materials in the form of handouts were distributed.

Students were also asked to purchase a copy of "Practice Centered Teacher Training: Standard English to Speakers of Non-Standard Dialects" by Diana E. Bartley and Robert L. Politzer.

One day of planning
Four days of workshop teaching
Three evenings

VI. 3. CULTURAL SEMINA

Dr. Ricardo Fernandez

VI. 3. CULTURAL SEMINAR: Dr. Ricardo Fernandez

The sessions were devoted to lecturing and discussions. Topics covered included culture in a general sense, with some of its major components such as language, race, and ethnicity, religion, the arts. More particular emphasis was given to Hispanic culture, especially the larger sub-groups of Latins in the continental United States: Mexican-Americans/Chicanos, Puerto Ricans and Cubans. The process of assimilation/acculturation was discussed in detail, as it relates to racial and ethnic groups in American society. Specifics about the Latino experience in the U.S. included such topics as life in urban vs. rural settings, low socio-economic standards, life styles, etc. Stereotypes of Latins and prejudgements of particular groups by the majority were also discussed.

The case-study method was employed to address certain problem areas in teacher-student relationships, such as teacher expectancy of students, attitudes toward students who are labeled "culturally disadvantaged" and the implications behind the philosophy of compensatoru education for minority students, teacher-student dependency, the adult as learner, and others.

A Pre-Test and a Post-Test based on items dealing with Chicano and Puerto Rican culture, mostly history, language and traditions, were administered to participants.

Attachment: Handout (Selected Bibliography)

One day planning
Two evenings
Four days of workshop teaching

Selected Bibliography

Mexican-American

Carter, Thomas P., Mexican-Americans in School: A History of Educational Neglect. New York: College Entrance Examination Board, 1970.

Manuel, Herschel T., Spanish-Speaking Children of the Southwest: Their Education and Public Welfare. Austin: University of Texas Press, 1965

Moore, Joan W., Mexican-Americans. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Nogales, Luis G., ed., The Mexican-American: A Selected and Annotated Bibliography. Stanford: Stanford University Press, 1971.

Samora, Julián, ed., La Raza: Forgotten Americans. Notre Dame: Notre Dame University Press, 1966.

Womack Jr., John, "Who are the Chicanos?", The New York Review of Books, Vol. XIX, No. 3, August 31, 1972, pp. 12-18

Journals -- El Grito, Aztlan, Con Safos.

Puerto Rican

Bramelo, Theodore, The Remaking of a Culture: Life and Education in Puerto Rico. New York: Harper and Row, 1969.

Fitzpatrick, Joseph P., Puerto Rican Americans: The Meaning of Migration to the Mainland. Englewood Cliffs, N. J.: Prentice-Hall, 1971.

Lewis, Gordon L., Puerto Rico: Freedom and Power in the Caribbean. New York: The Monthly Review Press, 1963. Revised edition, Harper Torchbooks, 1968.

Lewis, Oscar, La Vida: A Puerto Rican Family in the Culture of Poverty. New York, Random House, 1966.

Wagenheim, Karl, The Puerto Ricans: A Documentary History. New York: Praeger, 1973

Journals: The Rican, Revista Chicano-Riqueña.

VI. 4. CURRICULUM WORKSHOP

Dr. Jacinto Jenkins

VI. 4. CURRICULUM WORKSHOP: Dr. Jacinto Jenkins

This workshop was made up of four sections of approximately eight persons in each section. The class consisted of a lecture on methods, techniques, materials, and procedures for teaching English as a Second Language to Spanish-speaking adults. The lecture was followed by group activity in which each class was divided into teams which were given Spanish names. The purpose of the teams was to construct various drills and prepare instructional materials for use in ESL-Spanish classes. The various group topics were assigned by the professor. This workshop attempted to serve as a bridge between the linguistics and culture classes by translating theory into practice. The end product was a series of instructional materials which were tried out experimentally in the micro-teaching sessions. Each set of materials produced was criticized by the class. The topics for the lectures and group projects were the points of interference for the Spanish-speaking adult who is attempting to learn the English language. The main areas covered were as follows: 1) the schwa, 2) thirty terminal positions of words, 3) the initial "s", 4) the needed increase of air production, 5) the voiced and voiceless "th" sound, 6) the phonetic vs phonemic accuracy problem, 7) language as a reflection of culture and culture as a reflection of language, and 8) spelling problems. A high level of interest was evidenced by the fine material produced by each class section.

The textbook for this class was: SOLUTIONS IN COMMUNICATIONS, California State Department of Education, Mexican-American Education Research Project, KTEH/Channel 54, Santa Clara County Office of Education.

One day of planning
Four days of workshop teaching
Three evenings

VI. 5. MICROTEACHING SESSION

Microteaching Leaders:
Mrs. Mary Bridget Kluwin
Mrs. Susan Sazama

VI. 5. MICROTEACHING SESSION: Susan E. Sazama

As a teacher-training device, microteaching has been on the educational scene since 1963. However, there are numerous teachers, as well as those in the general public, who are not aware of what microteaching involves nor of the need to employ its use as a teacher-training device.

Microteaching was first begun and investigated at Stanford University in the Secondary Teacher Program (STEP) under the guidance and direction of Dr. Dwight Allen. The primary aim came as an attempt to extend to intern teachers an objectively real device for improving their teaching presentations and as a vehicle for supervision by the STEPsupervisory staff. As a result of these activities it also became associated significantly with teacher-training and supervision research.

Essentially, microteaching involves focusing on the teaching behavior and providing a controlled setting for teacher practice. In addition, there is a reduction in the size of the classroom elements: the nature of the lesson, the duration of the lesson, and the number of students. For example, in the TESL workshop, the lessons focused upon one particular task (oral comprehension, pronunciation drill, dialog learning, etc.) and were rarely longer than five minutes in duration.

A segment of the first afternoon's classes was devoted to an introduction to microteaching and an explanation of the technical skills to be used. Because of the size of the classes, each student had the opportunity to microteach three times during the one-week session. The microlessons were always video taped for instant replay. The objective of the microteaching laboratory was

to allow the microteacher to practice significant classroom behaviors and, where applicable or essential, reteach the microlesson, allowing for changes which the microteaching supervisor and/or other members of the microteaching laboratory may have deemed necessary. Therefore, in addition to providing practice for teacher performance, the laboratory also permits an opportunity for teaching skill development and refinement.

At this workshop, a typical laboratory class generally consisted of the following components:

1. Pre-conference between the microteaching supervisor and the microteacher. Areas agreed upon included: content of the lesson, materials to be used and method to be empoyed.

2. Teaching of microlesson in front of peer group role playing as students while videotape operator taped it.

3. Post-conference between the microteaching supervisor and the microteacher. A constructive critique of the lesson was given by the supervisor and then the tape was reviewed by the class as a whole. The lesson was then discussed by all of the class members.

4. Reteaching the microlesson if deemed necessary by the microteaching supervisor. Points which were in need of improvement or refinement were kept uppermost in mind.

5. Final conference between the microteaching supervisor and the microteacher. All improvements and refinements were noted. This was felt to provide a positive reinforcement for the teacher and was hoped to leave the teacher with a sense of accomplishment.

MICROTEACHING SCHEDULE

Morning

Group 2A 8:00 - 9:40	Group 2B 8:00 - 9:40
Lillyman	Nolan
Locy	Papierski
Love	Sacket
Velasquez	Sward
Weissert	
10:00 - 12:00	**10:00 - 12:00**
Corrao	Hein
Marinos	Mueller
Medellin	Nowicki
Monroe	Samora
	Thomas

Afternoon

Group 1A 1:00 - 2:40	Group 1B 1:00 - 2:40
Bergholte	Cuellar
Biller	Lee
Bowes	Lyberopoulos
Candelaria	Yahnke
Kaplan	
3:00 - 5:00	**3:00 - 5:00**
Buentello	Edmind
Chapman	Gil
Hodges	Herzog
	Rodriguez
	Wall

VI. 6. CLASS SCHEDULES

a. Orientation Day Schedule
b. Workshop Schedule
c. Evening Schedule
d. Friday Schedule

STAFF DEVELOPMENT WORKSHOP

Orientation Day Schedule

Monday, August 6

Enderis Hall, room 165

1:00 - 2:15 Orientation --- form filling and pre-testing

2:00 - 3:00 Orientation to classes: Linguistics, Culture & Workshop

3:00 - 3:20 Orientation to Microteaching

3:20 - 3:30 Break

3:30 - 4:30 Continued microteaching -- sample tapes

4:30 - Free

Evening

7:30 - 10:00 Microteaching - viewing of tapes (Enderis 334) and Consultation with Professors (Enderis 384)

8:30 - 10:00 Cash Bar (Enderis 388) will be open for participants who wish to purchase beverages in between consultations and/or microteaching viewing. The evening is meant to be both instructive and enjoyable.

The evening microteaching is divided as follows:

7:30 - 8:00 Viewing in room 334 for those whose last names begin with the letters: A-F

8:00 - 8:30 Viewing in room 334 for: G-M

8:30 - 9:00 Viewing in room 334 for: N-S

9:00 - 9:30 Viewing in room 334 for: T-Z

9:30 - 10:00 Free time: get acquainted in room 388.

(Enderis 165 - 1st floor)
(Enderis 334, 384 & 388 - 3rd floor)

WORKSHOP SCHEDULE

Day 1 1:00-4:00

one hour orientation to each of the following:

- linguistics
- culture
- workshop
- microteaching
- pretesting

Day 2 9:00-12:00

one hour summary of:

- linguistics
- culture
- workshop
- microteaching
- posttesting

Day 2-3-4

Morning

Group A		Group B			
		B1		B2	
8:00 - 8:45	Linguistics	8:00 - 9:40	Workshop	8:00 - 9:40	Microteaching
9:00 - 10:30	Culture	10:00 - 12:00	Microteaching	10:00 - 12:00	Workshop
10:45 - 11:30	Linguistics				
		8:00 - 8:20	1		
		8:20 - 8:40	2		
		8:40 - 9:00	3		
		9:00 - 9:20	4		
		9:20 - 9:40	5		
		Break			
		10:00 - 10:20	6		
		10:20 - 10:40	7		
		10:40 - 11:00	8		
		11:00 - 11:20	9		
		11:20 - 11:40	10		
		11:40 - 12:00	11		

Afternoon

Group B		Group A			
		A1		A2	
1:00 - 1:45	Linguisites	1:00 - 2:40	Workshop	1:00 - 2:40	Microteaching
2:00 - 3:30	Culture	3:00 - 5:00	Microteaching	3:00 - 5:00	Workshop
3:45 - 4:30	Linguistics				
		1:00 - 1:20	1		
		1:20 - 1:40	2		
		1:40 - 2:00	3		
		2:00 - 2:20	4		
		2:20 - 2:40	5		
		Break			
		3:00 - 3:20	6		
		3:20 - 3:40	7		
		3:40 - 4:00	8		
		4:00 - 4:20	9		
		4:20 - 4:40	10		
		4:40 - 5:00	11		

WORKSHOP

Evening Models

Monday

help with microlesson: all faculty
tapes of sample microlessons
cash bar (Room 388)

Tuesday

microteaching - help by faculty, microteaching equipment available
culture, linguistics and workshop - help by faculty
supervise training: for example, if two people want to know how to use this technique for supervising work, this time will also be set aside.

Wednesday

free

Thursday

Visit to Spanish Center - ABE-TESOL Center in Milwaukee
Culture evening
Dinner

AUGUST

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6 Cash bar 8:30 - 10:30 pm Enderis 3rd floor Microteaching & consultation with professors	7 Microteaching equipment available & consultation with professors 7 - 8pm End. 3rd floor	8 Free	9 Culture evening. Dinner at La Margarita 7 - 9pm Bus to pick you up at dorms	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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STAFF DEVELOPMENT WORKSHOP

Schedule - Friday

Friday, August 10, 1973

Summary and Testing:

9:00 - 9:50	Linguistics
10:00 - 10:50	Culture
11:00 - 11:50	Workshop

All Participants meet in room 304 and 308 Pearse Hall.

VI. 7. FIELD TRIP TO LOCAL ABE-CENTER

VI. 7. FIELD TRIP TO LOCAL ABE-CENTER: The Spanish Center
528 West National Avenue
Milwaukee, Wisconsin 53204

On Thursday, August 9, prior to the Mexican dinner held at "La Margarita" Restaurant in Milwaukee, the participants were taken by bus to the Spanish Center to visit and observe the ABE-TESOL classes. Participants had the opportunity to talk with teachers and also Mr. Jim Mueller, the Director of the ABE-TESOL program. Mr. Mueller and the teachers explained the structure of the program, the different facets of the curriculum, the history and development of the ABE-TESOL program, the status of the Spanish Center within the community, curriculum materials presently being used in classes, enrollment and other pertinent information relevant to ABE-TESOL teaching at this Center.

Participants were given the opportunity of examining the "Resource Survival Curriculum" published by the Spanish Center.*

* "The Resource Survival Curriculum" may be obtained at a price of $4 from the Spanish Center, 528 West National Avenue, Milwaukee, WI 53204

VI. 8. EVALUATION AND FINDINGS

Dr. George Uhlig

EVALUATION

A. Participant evaluation of Institute:

At the end of the Institute, each participant was provided with an Evaluation Questionnaire* upon which he/she could comment about seven (7) components of the Institutes:

1. The Linguistic Seminar
2. The Cultural Seminar
3. The Workshop
4. Microteaching
5. Consultants Conferences
6. Field Trips
7. Overall Evaluation

The evaluator read every comment provided by the participants and rated them on the following scale:

++ Totally positive comments

\+ Generally positive comments with one or more constructive critical comments

o No comment made, or neutral commentary

\- Somewhat negative comments

-- Total negative comments

The following narrative briefly describes the results of this analysis by Institute Component.

* A copy is included in the Appendix.

Participant Evaluation of Institute: Page 2

1. Linguistic Seminar:

Categorization of responses:

++	21
+	11
o	0
-	2
--	0

Responses to the evaluation of the Linguistic Seminar were highly skewed in favor of the component. Typical of the ++ comments were:

"This was excellent! The teacher was pleasant and still taught a wealth of material in language we could understand..."

"This area was superior and far above any courses in content and teaching than anything I have had in the past in the area of Linguistics. The practical aspect will be extremely important to experienced and inexperienced teachers alike. Excellent!"

"Dr. Bartley was an excellent teacher - very dynamic, most understanding and helpful. Since I have never had a course in linguistics, I found the material most valuable and it will definitely be a help to me in teaching my future classes. I definitely think this is a valuable part of the ESL Workshop."

Constructive criticism was reflected in 11 otherwise favorable responses. In general, these criticisms related to the time factor:

"This Linguistics Seminar is very useful but unfortunately time restricts the presentation. Also I think students should be aware of topics to be covered during the Seminar so that he or she can do some study or research before attending it."

"It was helpful, although there was a very short time to do a lot of work. I feel more emphasis could be placed on survival or coping skills to balance the linguistics."

The two negative responses are reported en toto:

"Not enough meat; only new jargon. We already know the business of b - v and how these sounds are made."

"For those who have not previously had Linguistics, the materials presented were delivered much too quickly and hurriedly. Too much was squeezed into four days."

2. Cultural Seminar:

Categorization of responses:

++	12
+	9
o	0
-	5
--	8

The Cultural Seminar appeared to affect different respondents in different ways, as noted by the spread in the evaluation comments. Some of the generally favorable comments included:

"This was stimulating. I really enjoyed this part. It is always nice to hear some other peoples' ideas on this subject. What was helpful was the experiences other people have had."

"It was a very interesting experience. The instructor knew the subject well and he brought new and interesting subject into discussion. I am sure many of us didn't realize there were so many small problems (social and cultural) that interfere with our teaching. Knowing them will help teachers to do a better job in the ESL Programs."

The generally negative comments included:

"This seminar greatly disappointed me because I still know as little about Latin culture as when I came. I felt subjects were dealt with vaguely. I had hoped to learn something I could use as background when teaching Latin students."

"Far below expectations, especially in regard to practical points for daily use. [The instructor] seemed unprepared and directionless."

However, the best summary of the commentaries, in terms of the divisions among the participants is probably provided by presenting, en toto, the following two commentaries about the Cultural Seminar:

"I felt that this was very weak the first two days. The instructor left the session far too unstructured, leaving the class with the impression that we were to be given information but conducting in reality, a philosophical discussion. (Also Day 1 was unbearably hot.) The third day was excellent. The instructor took a stand on compensatory education relevant to all of our teaching areas, this giving way to questions and investigation by all. His cultural comparison lessons were good."

As compared to this:

"The first day was tremendous. The instructor was pleasant, outlined what he intended to do, proceeded to do it, and even invited comments from the group. It was a rich lesson.

The second day two Chicanos were busy "doing their thing" and the instructor, I felt, should have steered the lesson back to what would have been meaningful. The third day the instructor delivered a fantastic half lesson and then 3 Chicanos began the same stuff you hear at all these conferences. The situations needn't have taken place. A confrontation between several participants was much too intense. The rest of us felt we did not come to hear the "litany" again. The Anglo involved should not have been screamed at. She did have rational comments to make and remained rational in a soft voice. Keep this instructor, but work on this (???) point. I would really like to hear more from him. I may take a regular course from him."

3. The Workshop:

Categorization of responses:

++	27
+	5
o	0
-	2
--	0

Only two negative comments were received concerning the Workshop experience. These included:

"I did not like the time spent on the exercises with "schwa" and "sh-ch" words, the terminal in stories, and reading all this material during class. We received handouts -- we could have read them after class. Please get room assignments arranged beforehand."

"I was a little disappointed by [the instructor's] classroom method. I think he did too much talking. I think he did a poor job of handling questions from the floor. He presented in 60 minutes, material that could have presented in 45. He was entertaining and enjoyable to be with, but I don't think he was intent enough about the material."

However, the vast majority about the instructor and the workshop content and organization were favorable:

"Valuable throughout."

"Excellent. The instructor related to the students very

well. The material in here was most useful and I know I will use it with my students."

"The whole workshop itself was very well planned and was a good experience. I really got something out of it and feel that I have learned alot of things here than I can use in my classroom."

"The workshop was a delight. The mood of the class due to the teacher in charge of the class, was fantastic. Everyone enjoyed this class and at the same time, gained a great deal of information and many ideas."

"Excellent. [The instructor] has a unique method for illiciting information. Illustrates practical techniques that can be utilized in the classroom.

"This area was conducted in a manner that will be useful to all teachers. The practical exercises were good and it opened new avenues to teaching people with another language background. Excellent."

Favorable comments in five instances included constructive -- and in perhaps one example -- non-constructive, criticism:

" ... I did not like the idea of using class time to have teams make lists of "Spanish" words and then using class time to read all the lists."

" ... Would have like more tie in with Linguistics session."

" [the classroom] was hot and noisy which made the long hours on Tuesday even longer."

" ... I did feel that the making of minimal pairs and stories was not the best use of time since these can be found in books. I would rather the instructor had just talked about where to find these and how to use them and spent more time discussing the problems of the Spanish-speaking."

And finally:

"It was helpful but it was the last session of the three and by that time I was too tired."

4. <u>Microteaching</u>:

Categorizing of responses:

Participant Evaluation of Institute: Page 6

++	12
+	12
o	0
-	7
--	3

The Microteaching area was a difficult component to evaluate on the basis of the comments of the participants, for apparently the personality of one instructor in this area "turned off" every student she had. The program was composed of two instructors and two cameraman-technicians. One instructor and the two camermen received lavish praise for their helpfulness in the sessions. However, the second instructor was described as:

> "I felt we did too much microteaching --- one or two sessions would have been enough. But perhaps that is because [the instructor] was so negative in her teaching sessions. Never once in all of the microteaching sessions we did, did she say we had done a good lesson --- she always went from neutral to negative. Here she was preaching reinforcement and reward and not using it at all."

When one eliminates the personal commentary regarding the one instructor, the evaluation of the micro experience was positive except for one evaluation which is reported here:

"I will never do it again! (The whole situation is very false.)"

The favorable aspects of the Microteaching experience can be summarized by the following comments:

"Our instructor was great! The way it was set up, presentation, structure, was excellent."

"One's errors in classroom teaching are quite clearly revealed, probably for the first time as students are not prone to criticize."

"[Our teacher] was a good, nonthreatening teacher who emphasized both strong and weak points."

"Microteaching helps us pinpoint a problem and stick to it for a specified number of minutes. Should really revoluntionize our teaching. It answers a lot of questions about how to put an idea across. Being able to review our tapes immediately is very helpful."

"I felt the microteaching was very enjoyable and certainly was an experience. The TV camera gives an unbiased report of each teacher's skills. It also made us think about planning a lesson in an alloted time slot. I think it was an experience none of us will forget."

5. Consultant Conferences:

Categorization of responses

++	12
+	5
o	9
-	8
--	0

The evaluatory responses referencing the Consultant Comferences tended to be nested almost completely in "personal" interrelations and the availability or non-availability of a particular consultant, rather than in any content areas. Typical of the positive and generally positive responses were:

"Helped me to loosen up because at first I was uptight and I didn't know if I could relate to the whole thing."

"The consultants were more than willing to spend extra time with a participant. The informal attitude and comraderie were great!"

"Very good. My [consultant] gave me a great deal of help preparing my presentations and her comments about my performance were very useful. Also I had a good deal of help from my Workshop Consultant."

Negative comments included:

"I was disappointed on the testing conference as [the consultant] seemed unprepared. Materials should have been available at this time. The persons in the room were more informative."

"What a waste! Only one or two instructors showed even a vague interest in consulting us. I felt my time could have been put to better use had a reading room been available, instead."

"Could have been better organized so that students would not waste time tracking down consultants. Materials and sample of tests should have been available in a centrally located area."

6. Field Trips:

Categorization of responses:

++	13
+	10
o	0
-	6
--	0

In general, most respondents enjoyed the field trip to the Spanish Center, and the evening dinner at the Mexican Restaurant. Critical comments focused on lack of organization of field trips, lack of sufficient time for field trips, and poor service at the restaurant. A number of respondents suggested other types of field trips for the next institute.

". . . museums, zoos, art centers, etc. ad infinitum, are so much more interesting than bars. Of course, that is one small personal opinion. However, field trips are practically impossible without more Saturdays."

". . . I think we could select better places based on student tastes rather than the coordinator's."

"I would have appreciated visiting the Milwaukee Area Technical College . . . "

"In a two week workshop, participants would be able to see the highlights of Milwaukee (museum, horticultural gardens, art

center, zoo.)"

"A trip to the Brewery would have been nice . . ."

7. Overall Evaluation:

Categorization of responses:

++	28
+	4
o	2
-	0
--	0

If one eliminates for the moment any negative comments about the short time span of the Institute, 28 respondents indicated total favorable impression of the experience. Twelve of the 28 commented directly upon the difficulty of assimilating such a diverse amount of knowledge in such a short time period and recommended that such Institutes in the future be of a longer time span.

Of the four individuals who commented with reservation, the following criticisms were offered:

". . . would have appreciated other areas (possibly some of the more highly trained teachers would have had knowledge of overall class activity -- how to put all these different concepts into an evening program, how to use the audio-lingual concepts and situation reinforcement. The whatever-else approaches -- yet some of the rest of us would have benefited from it; i.e. elective classes.)"

". . . too many handouts -- and these were nearly impossible to read."

"[The] . . . microteaching experience and the arguing (which lead to nothing but bitter feelings) during the Cultural Awareness Class . . . [were undesirable]."

" . . . As an experienced teacher who is new to ESL, I have many questions. I need more time to assimilate information."

B. Evaluation of Achievement of Participants:

To attempt to assess the success of the Insitute in the cognitive domain, all participants were administered a pre- and post-institute test in four areas:

1. Puerto Rican Cultural Awareness
2. Mexican American Cultural Awareness
3. Linguistics Achievement
4. Workshop Content Achievement

Differences between pre- and post-test means were computed and 95% and 99% confidence intervals for the significance of difference between two means were computed*. These are presented in Tables 1 through 4 respectively. In all cases subjects made significant gains on the post-institute battery.

Additionally, objective test items were analyzed for the four batteries. Choice distributions are presented in Tables 5 through 8, respectively.

Table 1: Descriptive statistics and confidence intervals for difference between pre and post program means for Puerto Rican Cultural Awareness Test

	N	Mean	Variance
Pretest	33	2.8485	4.3826
Posttest	31	7.5161	6.3914

Mean Difference: 4.66

95% Confidence Interval of Difference: 4.4471 to 4.8729*

99% Confidence Interval of Difference: 4.3733 to 4.9467*

*Note: Confidence intervals which do not include zero can be considered significant at the .05 and .01 levels, respectively.

Table 2: Descriptive statistics and confidence intervals for differences between pre and post program means for Mexican American Cultural Awareness Test.

	N	Mean	Variance
Pretest	33	5.3030	3.8428
Posttest	31	8.1290	1.5828
Mean Difference	2.8260		

95% Confidence Interval of Difference: 2.8260 to 2.9770 *

99% Confidence Interval of Difference: 2.6226 to 3.0294 *

*Note: Confidence intervals which do not include zero can be considered significant at the .05 and .01 levels, respectively.

Table 3: Descriptive statistics and confidence intervals for differences between pre and post program means for Linguistics Achievement Test.

	N	Mean	Variance
Pretest	34	8.4412	3.7692
Posttest	34	9.6471	1.6292

Mean Difference: 1.2059

95% Confidence Interval of Difference: 1.0642 to 1.3475*

99% Confidence Interval of Difference: 0.8165 to 1.5953*

*Note: Confidence intervals which do not include zero can be considered significant at the .05 and .01 levels, respectively.

Table 4: Descriptive statistics and confidence intervals for differences between pre and post program means for Workshop Achievement Test.

	N	Mean	Variance
Pretest	34	15.8530	2.4929
Posttest	34	17.4120	2.7344

Mean Difference: 1.5590

95% Confidence Interval of Difference: 1.4197 to 1.6982*

99% Confidence Interval of Difference: 1.3714 to 1.7465*

*Note: Confidence intervals which do not include zero can be considered significant at the .05 and .01 levels, respectively.

TABLE 5: Choice distribution for Linguistics Post-test

1.	Which of the following is not considered to be an audiolingual skill?	
	a. Reading	11.4%
	b. Writing	48.6%
	c. <u>Spelling</u>	40.0%
2.	The most efficient writing systems are those in which the written symbols of a language are closely coordinated with its sounds.	
	a. <u>True</u>	51.4%
	b. False	8.6%
3.	Asking the students to respond to a question with a set of answers entailed by that question would be an exercise of the:	
	a. <u>Substitution type</u>	62.9%
	b. Pattern transformation type	37.1%
4.	The initial 'r' sound of English words like 'wring', 'rung', and 'ran' is:	
	a. <u>Always retroflex</u>	48.6%
	b. Always a trill	51.4%
5.	The interpretation of the structure of English by the adult basic learner in terms of the native language of the learner often leads to error. We say that this type of error is due to:	
	a. Interference	45.7%
	b. <u>Deep structure</u>	8.6%
6.	The "J" in Spanish is written and produced:	
	a. <u>True</u>	28.6%
	b. False	22.9%

NOTE: Correct responses are underlined.

TABLE 5: (Continued)

7.	The 'y' and 'j' in English are confused by native speakers of Spanish speaking English.	
	a. True	54.3%
	b. False	00.0%
8.	When a native speaker of Spanish says "I gave a turn" rather than "I turned around", one would consider this an example of:	
	a. Idiomatic interference	54.3%
	b. Problems of comprehension	00.0%
9.	Before a student can produce a sound, he must perceive it and discriminate auditorily.	
	a. True	54.3%
	b. False	00.0%
10.	Speech production precedes auditory discrimination in teaching sounds:	
	a. True	5.7%
	b. False	48.6%
11.	Reinforcement is an integral part of the audiolingual method of teaching language.	
	a. True	54.3%
	b. False	00.0%
12.	Linguistics and situational/conversational approach are two of the principal components of the audiolingual method.	
	a. True	48.6%
	b. False	5.7%
13.	Two linguistics classifications for teaching nouns are mass nouns and count nouns:	
	a. True	54.3%
	b. False	00.0%

NOTE: Percentage totals do not equal 100% in most cases. For most questions, some respondents did not record answers.

TABLE 6: Correct choice distribution for Workshop Post-test

1.	The best measure of a students ability to communicate in the target language is his ability to manipulate drills in the classroom:	
	False:	68.6%
2.	The ABE English Teacher must bear in mind that above all he is working to replace the student's language with standard English:	
	False:	85.7%
3.	Students cannot produce orally sounds they cannot hear:	
	True:	94.3%
4.	If two speakers of the same native language and same age, make different amounts of progress in learning standard English, it should be interpreted that one is trying harder than the other.	
	False:	97.1%
5.	The teacher can best determine whether or not a particular set of materials has been effective by asking the students if they enjoyed them.	
	False:	71.4%
6.	There is very little relationship between oral classroom drills and learning to read:	
	False:	71.4%
7.	The terms "slang" and "substandard" as they relate to language are synonomous:	
	False:	51.4%
8.	In English, there are six vowel sounds (a, e, i, o, u and y.)	
	False:	54.5%

TABLE 6: (Continued)

9. Most classroom drills are informal tests.

   True: 74.3%

10. The schwa sound (as in the a in sofa) is the easiest for the native English speaker to pronounce due to its high frequency of use.

    True: 88.6%

11. We should attribute the difficulties a person has in learning a second language or dialect, to a combination of physiological and nutritional deficiencies:

    False: 88.6%

12. In teaching English for communication, it is better to teach for phonemic accuracy rather than phonetic accuracy:

    True: 77.1%

13. The average teacher devotes more time to having the student learn how to answer questions than to having the students learn how to ask questions:

    True: 91.4%

Table 7: Choice distribution for Puerto Rican Culture test

1.	On November 19, Puerto Ricans celebrate:	
	a. El Grito de Lares	14.3%
	b. Birthday of Eugenio Maria de Hostos	00.0%
	c. Discovery of Puerto Rico	74.3%
	d. Start of the P.R. Winter Vaseball League	2.9%
2.	A 'panita' is:	
	a. A friend	80.0%
	b. A loaf of bread	17.1%
	c. A fruit	2.9%
	d. A distant relative	0.0%
3.	The city of San Juan was founded approximately _____ Years before settlers from England arrived at Plymouth Rock:	
	a. 50	8.6%
	b. 100	71.4%
	c. 150	11.4%
	d. 200	5.7%
4.	A well-known Indian chieftain in Puerto Rico was:	
	a. Cagauz	5.7%
	b. Utuado	2.9%
	c. Agueybana	71.4%
	d. Arecibo	8.6%
5.	El Yunque is:	
	a. A beach	5.7%
	b. A junk yeard	2.9%
	c. A mountain	85.7%
	d. A park in Santurce	2.9%
6.	To travel in a 'tomatero' refers to travel by:	
	a. Truck	11.4%
	b. Bus	11.4%
	c. Oxcart	14.3%
	d. Airplane	54.3%

NOTE: Correct responses are underlined. Percentages do not always equal 100% due to non-response on some items by some students.

Table 7: (Continued)

7.	There are approximately _____ million Puerto Ricans living throughout the continental United States:	
	a. 0.5	00.0%
	b. 1.0	11.4%
	c. 1.5	71.4%
	d. 2.0	17.1%
8.	"Darse la mota" means:	
	a. To have a drink	8.6%
	b. To powder one's face	2.9%
	c. To smoke a cigarette	71.4%
	d. To boast about one's prowess	11.4%
9.	Rene Marques is a famous Puerto Rican:	
	a. Baseball player	00.0%
	b. Man of letters	82.9%
	c. Political figure	2.9%
	d. Painter and sculptor	2.9%
10.	Which of the following is not a political party in Puerto Rico?	
	a. P.A.C.	00.0%
	b. P.I.P.	8.6%
	c. P.P.D.	2.9%
	d. P.A.N.	82.9%

TABLE 8: Choice distribution for Chicano Culture test.

1.	Black is to Negro as Chicano is to:	
	a. Chinese	00.0%
	b. Latin	5.7%
	c. Mexican-American	94.3%
	d. Chicago	00.0%
2.	On May 5th, Chicanos celebrate:	
	a. Mexico's independence from Spain	17.1%
	b. The battle of Puebla	80.0%
	c. The Chinese New Year	00.0%
	d. The death of the Frito Bandito	00.0%
3.	The first "wetbacks" crossed into America:	
	a. At Ciudad Juarez in 1846	11.4%
	b. At Tijuana in 1922	00.0%
	c. At Plymouth Rock in 1620	82.9%
	d. At Nuevo Laredo in 1882	2.9%
4.	To Chicanos, carne means:	
	a. Butcher	00.0%
	b. Used car salesman	00.0%
	c. Sports car	00.0%
	d. Brother	94.3%
5.	La Jura refers to:	
	a. An Anglo Jury	11.4%
	b. A popular song of the 30's	00.0%
	c. The cops	82.9%
	d. A freedom fighter in Mexico	5.7%
6.	The 12th of December is:	
	a. Cesar Chavez' birthday	5.7%
	b. The feast of the Virgin of Guadalupe	91.4%
	c. Mickey Mouse's birthday	00.0%
	d. The anniversary of the "pachuco" riots in Los Angeles	00.0%

NOTE: Correct responses are underlined. Percentages do not always equal 100% due to non-response on some items by some students.

TABLE 8: (Continued)

7.	A frajo is a :	
	a. Short-handled hoe	5.7%
	b. Cigarette	85.7%
	c. Car	5.7%
	d. Drink made with tequila	2.9%
8.	Of the four year college enrollment in California, about _____ percent consists of Chicanos:	
	a. 2%	91.4%
	b. 15%	5.7%
	c. 30%	2.9%
	d. 5%	00.00%
9.	The Chicano equivalent of 'ghetto' is:	
	a. el gato	5.7%
	b. el barrio	91.4%
	c. el rancho grande	2.9%
	d. the east village	00.0%

Formula for Confidence Interval for Difference Between Two Sample Means

$$[(\bar{X}_1 - \bar{X}_2) - ts_{\bar{X}_1 - \bar{X}_2}] \leq U_1 - U_2 \leq [(\bar{X}_1 - \bar{X}_2) + ts_{\bar{X}_1 - \bar{X}_2}]$$

Where $t = 2.042$ at .05 level of significant,

$t = 2.750$ at .01 level of significant, and

$$S_{\bar{X}_1 - \bar{X}_2} = \sqrt{\frac{S_1^2 + S_2^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2}\right]}$$

Reference

Welkowitz, Joan, Ewen, R.B., and Cowen, J.

Introductory Statistics for the Behavioral Sciences

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VII. APPENDICES

1. Summary of Illinois Pre-Workshop Meetings
2. Dissemination: News Release - Regional Workshop in ABE-TESOL
3. List of Participants
4. Sample of Informative Materials Sent to Participants
5. Tests: Used as Pre- and Post-Tests
6. UWM Evaluation Questionnaire
7. Results of Independent Evaluations Administered by Illinois and Wisconsin
8. Sample Materials Produced by Participants

VII. 1. SUMMARY OF ILLINOIS PRE-WORKSHOP MEETINGS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
ADULT & CONTINUING EDUCATION SECTION
UWM-TESL Workshop
Summary of Planning Meeting

Activity - Planning Committee Meeting for UWM-TESL Workshop to be held August 6-10, 1973

Date - Wednesday, June 27, 1973

Place - O'Hare Inn
DesPlaines, Illinois

SUMMARY

The philosophy of ABE Staff Development in Illinois demands that teachers plan and structure workshops, if at all possible. A group of ten (10) of the participating teachers and others (see list) met to fulfill this function in regard to De. Bartley's program on TESL.

Initially, the group was asked to identify their perceived needs, representing also their colleagues' needs. A list of concerns was developed and was augmented with items from a brief needs assessment instrument (attached). No attempt was made to palce the 'tems in priority order.

The group then was introduced to a basic outline of Dr. Bartley's program as presented in previous years (note: an exact agenda was not available at this meeting). After discussion, the group began to integrate the list of needs into the Bartley program. The following categories represent certain expectations and assumptions as to where the needs fit into the program.

A) Within the "micro-teaching" sessions, we expect the following content areas to be covered (i.e., discussed, practiced <u>via</u> teaching, etc.):

1) How to teach Basic Conversation.

2) Individualization/Personalization of Instruction (i.e., techniques).

3) Basic Living/Coping Skills-content areas (e.g., consumer education).

4) Teaching Reading Skills (Technical Skills).

5) Teaching Speaking Skills.

6) Teaching Listening Skills.

(continued)

7) Moving from the concrete to the abstract in Language teaching.

8) Presentation for teaching illiterate or semi-literate

9) Teaching writing skills.

10) Idiomatic expressions: how to teach them.

B) Under the "Linguistcs" portion of the Bartley program, we expect the following to be included:

1) Identifying and developing a pholosophy of language acquisition (including linguistics, and others such as situaltional reinforcement, grammar, audio-lingual).

2) Teaching the sound system.

3) Frustrations dur to accent and pronumciation.

C) Under the "cultural characteristics" portion, we expect the following to be included:

1) As "characteristics" pertain to recruitment/retention problems.

2) Bi-lingual teachers, in regard to the necessity and differing ease of teaching in comparison to now-bilingual teachers.

3) Teacher-student relationships.

4) Inter-group and intra-group affinity for affiliation.

5) Emotional and psychological problems of language acquisition.

D) Certain areas or topics, as follows, were felt to be either not covered by the Bartley program, or of enough importance to merit separate, specific coverage.

1) Testing, especially diagnostic, but including achievement testing.

2) Individualization/personalization of instruction (also under "micro-teaching").

(continued)

3) Curriculum , including:
   a) material selection
   b) adult multi-ethnic materials
   c) constructing own materials (drill and patterns, etc.)
   d) A-V equipment
   e) games

4) Philosophy of language acquisition (also under "linguistics").

5) Illiterate foreign speakers (also under "micro-teaching").

E) Additional needs which in many respects pertain only to Illinois for further development but which might be worthy of inclusion, include:

1) Teacher training and teacher selection by programs.

The group discussed several other voncerns and desires.

1) Might it be possible to edit the video-tapes of teaching and consultant response, so as to share it with other Illinois teachers?

2) A state activity will be planned, including the Bartley format if it meets Illinois needs.

3) The group will convene the first evening in Milwaukee to discuss the day and to offer input to consultants to alter the activity to more nearly meet our needs; such meetings will continue as long as deemed necessary.

Finally, Mr. Sward felt that he should not be totally responsible for adequately conveying these concerns to Dr. Bartley. Thus, July 13 is set to bring together, at the O'Hare Inn, Mrs. Papierski, Miss Biller, Mr. Hein (Wisconsin), Dr. Bartley, and Mr. Sward for this purpose. Mr. Maximo-Gomez also indicated an interest and is generally invited along with any other workshop participant.

Those present at this meeting were:

Walter Lillyman	Sterling ABE Program
Gwen Marinos	Jackson Adult Center, Chicago
Dorothy Biller	St. Pius Branch, Jackson, Chicago
Rosella Sackett	Montrose Branch, Hilliard, Chicago
Angel Plazas	Chicago Skill Center
G. O. Maximo-Gomez	Chicago Skill Center

(continued)

Brian Love	Waubonsee Community College, Sugar Grove
Greg Bowes	Black Hawk College, Moline
Bob Nolan	McHenry County College, Crystal Lake
Carol Papierski	East Leyden Adult Evening Program
Ralph Rohling	Triton College, River Grove
Betsy Heotis	OSPI, Chicago
Norman Sward	OSPI, Springfield

Others, not present, slated to attend in Milwaukee, include:

Paul Dailey	Franklin Adult Center, Rockford
Jean Chapman	Harper College, Palatine
Vanessa Ewing	Danville Junior College
Manuel Gil	Triton College, River Grove

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
ADULT AND CONTINUING EDUCATION SECTION

UWM - TESL WORKSHOP

ACTIVITY: Follow-up Planning Committee Meeting for UWM-TESL, with Dr. Bartley - Wisconsin

DATE: Friday, July 13, 1973

PLACE: O'Hare Inn
DesPlaines, Illinois

SUMMARY

In order to communicate the needs and expectations of the Illinois participants in the UWM-TESL workshop in August, a follow-up meeting of Illinois teachers, Wisconsin representatives and Dr. Bartley (see list) was held. Such needs had been determined at the meeting on June 27 (refer to summary).

After a short review of the June 27 meeting and the format of the summary, Dr. Bartley responded. "Micro-Teaching" was explained as a device for self-evaluation and critiqueing. In a non-threatening situation, each teacher will be allowed a 20-minute slot for teaching, constructive criticism, revision of lesson, and re-teaching: each teacher will have three opportunities within the week. Those Illinois needs under "micro" will be met at the option of each participant; i.e., the individual chooses his/her own topic to teach. Teachers will have several learning experiences, via workshop sessions on culture and linguistics, prior to micro-teaching in these areas.

The "Linguistics" portion will be taught by Dr. Bartley; she saw no problem in meeting the needs as listed.

"Cultural Characteristics", as taught by Dr. Jenkins, should cover the needs as listed. Dr. Jenkins and all other consultants will be given this list of needs in advance.

The "separate coverage" areas (Part D) also present no problem. Dr. Bartley indicated that "Testing"is a priority topic. Curriculum might be slighted, due to time, although efforts will be made to secure a suitable consultant and to allow the group to review Dr. Bartley's private collection of materials.

(continued)

Part E, "Additional State needs", are not common to all states and thus will be omitted, Illinois will deal with these in a state workshop.

On the "other concerns", edited video-tape will be impossible because of reusable tape and because it might inhibit teachers to know of its future use; model tapes, however, are available.

Several other points were important. Dr. Bartley felt that a non-bilingual teacher would not be seriously disadvantaged in the workshop. Of course, each and every need might not be fulfilled although efforts will be made to do so.

The schedule will be rather rigorous with workshop and micro-sessions from 8:00 a.m. to 5:00 p.m. daily. The evenings also will be utilized as follows: Monday - introductions and orientation; Tuesday - informal exchange with consultants; Wednesday - free; Thursday - cultural evening including dinner out.

All participants must pay the $22 "segregated fee" (i.e., registration for credit) so that each may use the Union (for books) and the Sandburg Towers facilities. Credit for attendance and satisfactory work will be two credits (Grad or U-G), with an additional credit for a paper or a project. At the suggestion of Mr. Sward, Illinois participants will receive the third credit for their future work on an Illinois TESL workshop.

Finally, other points were made. Participants should be on campus by 10 a.m. on Monday, August 6, so that the registration process can be completed. Comfortable and informal clothing is appropriate.

The meeting adjourned with exchanged gratitudes and optimism for a good workshop.

Those present at this meeting included:

Gwen Marinos	Jackson, Chicago
Dorothy Biller	St. Pius, Chicago
Rosella Sackett	Montrose, Chicago
Angel Plazas	Chicago Skill Center
Carol Papierski	E. Leyden
Armando Orellana	Wisconsin
Yvonne Fiskum	Wisconsin
Charles Hein	Wisconsin
Diana Bartley	UWM
Norman Sward	OSPI, Illinois

VII. 2. DISSEMINATION: NEWS RELEASE - REGIONAL WORKSHOP IN ABE-TESOL

VII. 2. DISSEMINATION

NEWS RELEASE
by Dr. Diana E. Bartley

REGIONAL WORKSHOP IN ABE-TESOL

A regional Workshop in Adult Basic Education - TESOL will take place at the School of Education, University of Wisconsin-Milwaukee from August 6 through August 10. The Workshop is based on the nationally reputed model for Adult Basic Education-TESOL established by Dr. Diana E. Bartley and a nationally known faculty of visiting professors at UWM.

The region consists of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The states who will participate in this Workshop are Illinois, Indiana, and Wisconsin.

The basic aim of the Workshop is to train experienced teachers of adults who have the equivalent of eighth grade education or less and who are native speakers of Spanish or a foreign language.

During the four and one-half days, the Workshop participants will be involved in a microteaching cycle which uses in-circuit television. Each of the participants of the Workshop will teach a five-minute lesson to a group of participants who act as students. While they teach the lesson they will be televised. After the lesson is over, the teacher watches himself on television and through the use of constructive criticism offered by other participants, he improves his lesson and reteaches it.

In addition, the participants will participate in workshops concentrating on applied linguistics, cultural and ethnic understanding and curriculum materials workshop.

The participants will be divided into half and then in half again so that small group

sessions can be held and teachers can be afforded maximum opportunity for individualization.

The evenings will consist of professional consultation, microteaching training for supervisory work and one evening will be donated to cultural and ethnic sensitization.

The coordinator of the Workshop is Dr. Diana Bartley, UWM. Participating on the faculty will be: Dr. Ricardo Fernandez, UWM; and Dr. Jacinto Jenkins, California State University at Sacramento.

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7/31/73

VII. 3. LIST OF PARTICIPANTS

VII. 3. LIST OF PARTICIPANTS

G	Bergholte, John Mr.	515 Rawlins, Waukesha, WI 53186	(414) 544-6705
G	Biller, Dorothy Mrs.	5730 N. Sheridan, Chicago, IL. 60660	(312) 271-3704
G	Bowes, Greg Mr.	3003 24th Ave., Moline, IL 61265	(309) 762-8118
G	Candelaria, Vicky Mrs.	3443 Fir St., E. Chicago, IN 46312	(219) 397-8723
G	Chapman, Jean Mrs.	9 North Main, Mt. Prospect, IL 60056	(312) 394-3211
G	Corrao, Linda Ms.	2131 N. Summit Ave., Milwaukee, WI 53202	(414) 278-7682
G	Cuellar, Atanacia Ms.	1521 A West Lapham, Milwaukee, WI 53204	(414) 645-7637
G	Edming, Llewellyn Mr.	Box 87, North Hills, Beaver Dam, WI 53916	(414) 887-2660
U	Gil, Manuel Mr.	2123 S. 25th Ave., Broadview, IL 60153	(312) 344-0438
G	Hein, Charles T. Mr.	Staff Development in Education, 4802 Sheboygan Ave., Madison, WI	(608) 266-1766
G	Herzog, Betty Mrs.	405 N. Moreland Blvd., Waukesha, WI 53186	(414) 542-5289
U	Hodges, Patricia	273 N. Fairmount, Kankakee, IL 60901	(815) 932-6195
G	Kaplan, Mary Ann Mrs.	8729 S. St. Peter, #2, Indianapolis, IN 46227	(317) 251-8351
G	Lee, Mary Ruth Mrs.	4901 N. Illinois, Indianapolis, IN 46208	(317) 251-8351
G	Lillyman, Walter Mr.	423 E. 4th St., Dixon, IL 61021	(815) 288-4076
U	Locy, Mary Jean Mrs.	Rt. 3, Wautoma, WI 54982	(414) 787-4017
G	Love, Brian Mr.	215 E. New York, Aurora, IL 60504	(312) 896-1050
G	Lyberopoulos, Angeline Ms.	300 Pol St., Gary, IN 46402	(219) 885-2784
G	Marinos, Gwen Mrs.	4036 N. Mozart, Chicago, IL 60618	(312) 588-1778
U	Medellin, Rosario Ms.	6061 S. 19th St., Milwaukee, WI 53221	(414) 281-2761
U	Monroe, Lois Mrs.	1227 Lake Breeze Rd., Oshkosh, WI 54901	(414) 235-6102
G	Mueller, Jim Mr.	1575 A S. 8th St., Milwaukee, WI 53204	(414) 643-0726
G	Nolan, Robert Mr.	Box 189 Latham Rd., Rockford, IL	(815) 633-8162
U	Nowicki, Ruby Mrs.	451 William St., Racine, WI 53402	(414) 639-1443
G	Papierski, Carol Mrs.	2573 Elm, River Grove, IL 60171	(312) 456-1939
G	Rodriguez, Juan Mr.	1123 Beacon St., E. Chicago, IN 46312	(219) 397-2978
G	Sackett, Rosella Mrs.	6007 W. Sheridan, Chicago, IL 60660	(312) 275-7617
G	Samora, Betty Mrs.	19612 Cowles Ave., S. Bend, IN 46623	(219) 272-2896
G	Schenian, Lorrain Ms.	1200 Magnolia Dr., Waukesha, WI 53186	(414) 542-4502
G	Sward, Norman Mr.	316 S. 2nd Str., Springfield, IL 62706	(217) 525-3370
U	Thomas, Sylvia Ms.	1003 Prospect St., Racine, WI 54304	(414) 634-5084
G	Velasquez, Lenora Mrs.	3938 Parish, E. Chicago, IN 46312	(219) 397-8137
G	Wall, Vicky Ms.	1303 W. Elendale, Chicago, IL 60626	(312) 271-8344
G	Weissert, Susan Ms.	710 N. St. Joseph St., S. Bend, IN 46623	(219) 232-7637
G	Yahnke, Lee Mrs.	1203 6th St., Hampton, IL 61256	(309) 496-9235

VII. 4. SAMPLE OF INFORMATIVE MATERIALS SENT TO PARTICIPANTS

1. Informative Letter from Dr. Diana E. Bartley to Participants
2. Class Schedules
3. UWM - Parking Information
4. Campus Map and Campus Information
5. "Technical Skills of Teaching"

N. B. The above are only samples. Previous to July 30, Workshop related materials had been sent to Staff Development Consultants in Illinois, Indiana, and Wisconsin. Records of these materials and correspondence are filed at the University of Wisconsin-Milwaukee, School of Education, Department of Curriculum and Instruction, Enderis Hall, 323.

VII. 5. TESTS:
USED AS PRE- AND POST-TESTS

VII. 5. TESTS: PRE- AND POST-TESTS

LINGUISTIC TEST

NAME: _____

1) Which of the following is not considered to be an audiolingual skill?

a) reading
b) writing
c) spelling

2) The most efficient writing systems are those in which the written symbols of a language are closely coordinated with its sounds.

a) true
b) false

3) Asking the students to respond to a question with a set of answers entailed by that question would be an exercise of the:

a) substitution type
b) pattern practice type

4) The initial 'r' sound in English in the words 'ring' and 'ran' is:

a) always a retroflex
b) always a trill

5) The interpretation of the structure of English by the adult basic learner in terms of the native language of the learner often leads to error. We say that this type of error is due to:

a) interference
b) deep structure

6) The 'J' in Spanish is written and produced:

a) true
b) false

7) The 'y' and 'j' in English are confused by native speakers of Spanish speaking English.

a) true
b) false

Linguistic Test (continued)

8) When a native speaker of Spanish says 'I gave a turn' rather than 'I turned around,' one would consider this as an example of:

a) idiomatic interference
b) problems in comprehension

9) Before a student can produce a sound, he must perceive it and discriminate auditorily.

a) true
b) false

10. Speech production precedes auditory discrimination in teaching sounds.

a) true
b) false

11. Reinforcement is an integral part of the audiolingual method of teaching language.

a) true
b) false

12. Linguistics and situational/conversational apprach are two of the principal components of the audiolingual method.

a) true
b) false

13. Two linguistic classifications for teaching nouns are mass nouns and count nouns:

a) true
b) false

WORKSHOP TEST

Circle one to indicate the group to which you belong. ESD ESD-S EFL

NAME: _____

This is a true (T), false (F) type test for questions 1-15, completion test for questions 16-19 and a multiple choice test for questions 20 and 21. No penalty is given for guessing.

_____ 1. The best measure of a student's ability to communicate in the target language is his ability to manipulate drills in the classroom.

_____ 2. The ABE English Teacher must bear in mind that above all he is working to replace the student's language with standard English.

_____ 3. Students cannot produce orally sounds they cannot hear.

_____ 4. If two speakers of the same native language and same age, make different amounts of progress in learning standard English, it should be interpreted that one is trying harder than the other.

_____ 5. The teacher can best determine whether or not a particular set of materials has been effective by asking the students if they enjoyed them.

_____ 6. There is very little relationship between oral classroom drills and learning to read.

_____ 7. The terms 'slang' and 'substandard' as they relate to language are synonomous.

_____ 8. In English there are six vowel sounds (a, e, i, o, u, and sometimes y).

_____ 9. Most classroom drills are informal tests.

_____ 10. The 'schwa' sound (as in the a of sofa) is the easiest for the native English speaker to pronounce due to its high frequency of use.

_____ 11. We should attribute the difficulties a person has in learning a second language or dialect, to a combination of physiological and nutritional deficiencies.

_____ 12. In teaching English for communication, it is better to teach for phonemic accuracy rather than phonetic accuracy.

_____ 13. The average teacher devotes more time to having the student learn how to answer questions than to having the students learn how to ask questions.

Workshop Test (continued)

_____ 14. Speaking and writing are active skills while listening and reading are passive skills.

_____ 15. The 'th' sound in think is the same 'th' sound in they.

List the four basic skills of language use (16-19).

16.

17.

18.

19.

20. Using the numbers 1, 2, and 3, list the following tasks in order of probable difficulty for the adult language learner.

_____ identify which sound is being used

_____ discriminate whether two sounds are the same or different

_____ producing the sound

21. Which of the following is not a short-term goal?

a. To be able to distinguish in writing between too and two

b. To be able to fill out a job application form.

c. To be able to select appropriate dress for a job interview.

d. To be able to appreciate literature.

WHAT IS YOUR CHICANO CULTURE QUOTIENT?
by Félix Elizalde

Taking this test should give you some idea of how much or how little you know about Mexican-American history and culture.

1. Black is to Negro as Chicano is to:

   a) Chinese
   b) Latin
   c) Mexican-American
   d) Chicano

2. On May 5th, Chicanos celebrate:

   a) Mexico's independence from Spain
   b) The battle of Puebla
   c) Chinese New Year
   d) The death of the Frito Bandito

3. The first "wetbacks" crossed into America:
   a) At Ciudad Juárez in 1846
   b) At Tijuana in 1922
   c) At Plymouth Rock in 1620
   d) At Nuevo Laredo in 1882

4. To Chicanos, Carnal means:

   a) butcher
   b) used car salesman
   c) sports car
   d) brother

5. La jura refers to:

   a) An Anglo jury
   b) A popular song of the 30's
   c) The cops
   d) A freedom fighter in Mexico

6. The 12th of December is:

   a) César Chávez' birthday
   b) The feast of the Virgin of Guadalupe
   c) Mickey Mouse's birthday
   d) The anniversary of the "pachuco" riots in Los Angeles

What is your Chicano culture quotient? (continued)

7. A frajo is a:

   a) short-handled hoe
   b) cigarette
   c) car
   d) drink made with tequila

8. Of the four-year college enrollment in California about _____ percent consist of Chicanos:

   a) 2%
   b) 15%
   c) 30%
   d) 5%

9. The Chicano equivalent of "ghetto" is:

   a) el gato
   b) el barrio
   c) el rancho grande
   d) the east village

Taken from the book by James C. Stone and Donald DeNevi, eds., Teaching Multi-Cultural Populations: Five Heritages, New York: Van Nostrand Reinhold Company, 1971, pp. 167-168.

BEST COPY AVAILABLE

WHAT IS YOUR PUERTO RICAN CULTURE QUOTIENT?

by Ricardo Fernandez

Taking this test should give you an idea of how well-acquainted you are with Puerto Rican history and culture.

1. On November 19, Puerto Ricans celebrate:

   a) El Grito de Lares
   b) Birthday of Eugenio Maria de Hostos
   c) Discovery of Puerto Rico
   d) Start of the P.R. Winter Baseball League

2. A 'panita' is:

   a) A friend
   b) A loaf of bread
   c) A fruit
   d) A distant relative

3. The city of San Juan was founded approximately _____ years before settlers from England lived at Plymouth Rock:

   a) 50
   b) 100
   c) 150
   d) 200

4. A well-known Indian chieftain in Puerto Rico was:

   a) Caguax
   b) Utuado
   c) Agueybana
   d) Arecibo

5. El Yunque is:

   a) A beach
   b) A junkyard
   c) A mountain
   d) A park in Santurce

6. To travel in a 'tomatero' refers to travel by:

   a) Truck
   b) Bus
   c) Oxcart
   d) Airplane

What is your Puerto Rican culture quotient? (continued)

7. There are approximately _____ million Puerto Ricans living throughout the continental United States:

   a) 0.5
   b) 1.0
   c) 1.5
   d) 2.0

8. "Darse la mota" means:

   a) To have a drink
   b) To powder one's face
   c) To smoke a cigarette
   d) To boast about one's prowess

9. René Marques is a famous Puerto Rican:

   a) Baseball player
   b) Man of letters
   c) Political Figure
   d) Painter and sculptor

10. Which of the following is not a political party in P.R.?

    a) P.A.C.
    b) P.I.P.
    c) P.P.D.
    d) P.A.N.

VII. 6. UWM EVALUATION QUESTIONNAIRE

VII. 6. EVALUATION QUESTIONNAIRE

Your comments will be used as part of the evaluation of this Workshop. Extensive, supported comments are appreciated. You are asked to comment first on the subsections of the Workshop (Linguistic and Culture Seminars, etc.), then to give an overall evaluation. Give special consideration to the usefulness of the Workshop for your future teaching in ABE.

1. Linguistic Seminar:

2. Cultural Seminar:

3. Workshop:

4. Microteaching:

5. Consultants Conference:

6. Field Trip:

7. Overall Evaluation:

VII. 7. RESULTS OF INDEPENDENT EVALUATIONS ADMINISTERED BY ILLINOIS AND WISCONSIN

N. B. These evaluation studies were administered independently of the evaluation component of the Workshop.

TESL - UWM

August 6-12, 1973

EVALUATION SUMMARY

All participants were asked to evaluate the TESL workshop, so that its value might be assessed and that future activities be better planned.

Thirty-three (33) responses were received. The number and percentage of these responses are indicated on the enclosed sample form.

The participants were asked to subjectively comment in three areas:

(1) On Question (1) "How would you alter the activity to improve it?", the following responses were given:

"More time needed" - (7)
"Less demanding schedule" - (4)
"Acquire more experienced micro-teaching experts" - (4)
"Others", including (receiving 3 or less)
"Exclude micro-teaching for experienced teachers"
"More in-depth coverage"
"More linguistics"

(2) On Question (2), as to additions for future workshops, the responses were:

"Improve cultural portion" - (10)
"Include more of practical aspects" - (5)
"Allow time to read and absorb material" - (4)
"Others", including (receiving 2 or less each)
"Involvement of actual ESL students"
"More information on materials"
"More observation of TESL programs"
"Idea exchanges"

(3) On Question (3), "What do you feel was most helpful to you?", responses were:

"Linguistics and linguistics workshop" - (23)
(Note: Bartley & Jenkins indistinguishable on response sheets)
"Micro-teaching" - (11)
"Others", including (receiving 2 or less)
"Susan Sasma"
"Cultural"
"Idea exchange"
"Games"

CONCLUSIONS:

The workshop must be rated as a successful and satisfying experience; note that the categories of "Overall Quality" and "Relevance to Work" did not fall below the expectations of a single participant. This would indicate that a similar workshop, based upon a linguistics approach, might be worth repeating for a broader spectrum of TESL teachers. (See also the high ratings of "Linguistics" and "Jenkins", and the frequency of these as responses to Question (3).)

The major weakness of the workshop seems to be in the "Cultural Workshop" (see also Question (2) response); yet it is also clear that many participants (73%) were satisfied with this aspect. Although no correlation can be proven, the demand for more "practical aspects" (Question (2)) might relate to "cultural workshop", since the activity was conducted on a theoretical and philosophical plane.

The small percentage (15%) who were disappointed with micro-teaching should be of some concern, although it is outweighted by Question (3) responses of micro-teaching as most helpful. Such disappointment might be attributable to personnel, as reflected in Question (1).

In summary, the activity has provided a sound basis upon which to create an additional Illinois workshop with several modifications and additions as suggested in the evaluation.

Additional Comments, from Staff Development Coordinator.

Although not strongly reflected in this evaluation, two additional comments should be added:

1) The handouts, as reproduced by duplicator, tended to border on the unreadable. An effort should be made to upgrade the quality of these printed materials.

2) The official evaluator, Dr. Uhlig, was not on hand, except Monday evening, to gauge subject reaction and response of the participants. Any evaluation, therefore, cannot measure the non-verbal responses or those feelings which were not conveyed in writing to the evaluator. Such non-biased, albeit subjective, observation by an evaluator can be most useful.

Norman E. Sward
Staff Development Coordinator

[illegible]

University of [illegible] -- Milwaukee

June 6th, 1975

Please check the appropriate box:

	Poor [illegible] expectation	Fair [illegible] expectation	Average [illegible] expectation	Above average [illegible] expectation	Excellent [illegible] expectation
OVERALL QUALITY			6-18%	20-60%	7-21%
GENERAL FORMAT		1-3%	6-18%	22-67%	4-12%
RELEVANCE TO WORK			12-37%	16-49%	5-15%
ROOMS, FOOD, ETC.		2-6%	17-52%	9-28%	3-9%
LINGUISTICS WORKSHOP		1-3%	3-9%	18-55%	11-33%
JENKIN'S WORKSHOP		1-3%	4-12%	14-42%	14-42%
CULTURAL WORKSHOP	2-6%	7-21%	10-30%	9-28%	5-15%
MICRO-TEACHING	3-9%	2-6%	5-15%	17-52%	5-15%

1. How would you alter the activity to improve it?

2. What would you add to a future TESOL-workshop to improve it?

3. What do you feel was most helpful to you?

NOTE: by Dr. Diana E. B artley

Re: # 2, page 2 - Illinois Evaluation

The official evaluator, Dr. Uhlig, was on hand on Monday and part of the day on Tuesday.

VII. 7. (Part 1 of the Evaluation Study administered by Wisconsin)

Summary and Evaluation
Regional Workshop for Teachers of TESOL in A.B.E.
Held at the University of Wisconsin/Milwaukee
August 6-10, 1973

General Description

A jointly sponsored Workshop for Teachers of English as a Second Language (TESOL) to provide the State of U.S.O.E. Region V with a staff development program to meet needs of teachers who have had little previous training in TESOL.

Through the cooperation of Mr. Charles Connor, Mr. Norman Sward, of the Illinois Office of Public Instruction, Division of Adult Education, Springfield Illinois, and Mr. Tom Tegarden, Indiana Department of Education, Division of Migrant and Adult Education, and Mr. Charles T. Hein, Vocational Education Consultant for Staff Development in ABE, Wisconsin Board of Vocational, Technical and Adult Education, and the University of Wisconsin/Milwaukee represented by Dr. Diana Bartley, Assistant Professor of Curriculum and Instruction, it became possible to plan a training activity for 45 persons in a maximum of 15 persons from each state.

As a result of last minute withdrawals, only 35 persons patricipated, with 12 of the 15 anticipated from Wisconsin attending. The result was that the working groups were of a very satisfactory size for both individual and group learning.

As Dr. Bartley will be providing a full report of the workshop including an extensive evaluation, this report will be very brief and summative.

Participants were given an opportunity to prepare three micro-teaching lessons in three instructional areas: 1) instruction of a sound problem, 2) instruction of a drill sequence, and 3) instruction of a structural lesson or a cultural problem in communications in the second language.

Each of these lessons was developed in the context of typical pre-conference and post-conference procedures in supervisory - teacher use of micro-teaching employing the video tape recorder.

The micro-teaching lessons also provided an opportunity for immediate application and "learning-by-doing" of the major subject matter presented by the consultants:

1. Linguistics affecting English as a second language, by Dr. Diana Bartley
2. Linguistics applied to instructional techniques, by Dr. Jacinto Jenkins
3. Cross cultural understanding, by Dr. Ricardo Fernandez

The workshop was divided into two groups: while one half pursued lectures or discussions on the three substantive areas, the other half of the student group were divided into two sub-sections: one sub-section dealt with linguistics and the other sub-section further sub-divided into two

micro-teaching classes of four to five persons each.

Participants were as assiduous in their class work and personal work assignments as they were in evening discussions, group work or meetings with V.T.R. technicians and consultants. As a result there was a high level of interaction and production throughout the course.

Summary and Evaluation

The Wisconsin delegation consisted of twelve persons because three persons were prevented from coming; two for reasons of health and one did not give a reason.

As a result the following districts were represented:

Milwaukee	5	(one absent excused)
Gateway	2	
Waukesha	3	
Moraine Park	1	(one absent excused)
Madison	0	(one absent not excused)

The State Board was represented by one ful-time staff person and one part-time staff person, Mr. Orellana.

The attached evaluation sheet and summary shows in Part B that the general evaluation by participants of the degree to which they met their learning objectives was either satisfactory or excellent.

However, in general there was less satisfactior with the specific learnings in the understanding of cross cultural conflicts between Spanish and non-Spanish speakers. The Wisconsin delegation seemed to be, on the whole, slightly more negative in their evaluation than the average of those replying to this evaluation questionnaire. (Note: Because Mr. Sward preferred to issue another evaluation form for use by his participants, some of them did not respond to our evaluation. The two forms covered identical matter in a very similar format making a response to the two forms redundant for them.)

Part C of the evaluation reflects general satisfaction with the usefulness of the course for 21 out of 24 respondents.

The lectures on linguistics and applied linguistics were highly appreciated. Micro-teaching was felt to take too much time and others criticized one instructor as lacking warmth and sensitivity to adult students. Cultural lessons were appreciated but said by some lack enough useful detail.

The accomodations at the University were acceptable, but the workshop suffered from a problem of space. The rooms first assigned were not air conditioned, while others were vacant in an adjacent building; in time a satisfactory adjustment made the sessions more comfortable for all.

The food service was considered to be less than satisfactory. This reflects the dissatisfaction of many with the dormitory type of meals. Food was abundant, but served very inelegantly and with little room for choice.

Almost all the participants in the workshop are either full or part-time teachers. Many of those who are part-time teachers wish to teach ESL on a full-time basis. Consequently, it can be hoped that the values of the workshop will be discernible in more effective teaching of linguistic characteristics affecting teaching English as a second language and in better human relations with Spanish speakers in the classes.

Charles T. Hein
Madison, Wisconsin
August 12, 1973

cc: Dr. Diana Bartley
Mr. M. Eldon Schultz
Mr. John N. Hatfield (4 copies)
Mr. George Kinsler
Miss Charlotte Martin

VII. 8. SAMPLE MATERIALS PRODUCED BY PARTICIPANTS

VII. 8. SAMPLES PRODUCED BY PARTICIPANTS

For Practice in Developing Nasal Sounds

Los Conejos.

The Drumming Thumb.

Sam was humming while he was strumming with his thumb. Pam came in and said, "You sound dumb. Go play your drum." Sam didn't hum, and he didn't drum. He stayed mum. Then he screamed, "Scram, Pam! Your drumming is no dream. Your humming is a scream." Pam said, " I hope you slam your thumb while you strum."

Contrast Drill: "CH" - "SH"

Los Angelitos Malitos.

Initial:		Medial:		Terminal:	
chip	ship	watches	washes	witch	wish
chair	share	matches	mashes	hatch	hash
chew	shoe	watcher	washer	much	mush
chin	shin	ditching	dishing	watch	wash
cheat	sheet	matcher	masher	batch	bash
cheap	sheep			ditch	dish
chap	shop			catch	cash
cheer	sheer				
cheek	sheik				
chuck	shuck				
chick	shick				
chock	shock				

Chuck's chick will buy him a shick for his chin and she will be shocked when she watches him chip his shin.

I wish I were a witch. I would watch my chick chew her shoe and ditch her cash in a batch of hash.